

DOCUMENT RESUME

ED 143 948

CG 011 735

AUTHOR Dudley, Robert T.; McDermott, William P.
 TITLE Teacher-Advisors in a Ninth Grade Guidance Program.
 Project Description, Administrator's Guide,
 Teacher-Advisor Guidance Manual.
 INSTITUTION Hazlet Township Public School District, N.J.
 SPONS AGENCY New Jersey State Dept. of Education, Trenton.
 PUB DATE Jan 77
 NOTE 131p.; Funded through the Elementary and Secondary
 Education Act, Title III-IV(C); Photographs may not
 reproduce clearly
 EDRS PRICE MF-\$0.83 HC-\$7.35 Plus Postage.
 DESCRIPTORS *Adjustment Problems; Administrator Guides;
 Counseling Effectiveness; *Counselor Client Ratio;
 *Guidance Programs; Guides; Program Descriptions;
 Secondary Education; *Secondary School Counselors;
 *Secondary School Students; *Student Needs; Teacher
 Guidance

ABSTRACT

The project aims to provide adequate guidance services to all ninth grade students upon their entry into secondary school, and throughout the crucial first year, to assist them with their adjustment. Through the efforts of Teacher-Advisors who fill the roll of counselors, students are encouraged to develop good study and attendance habits and to participate in the life of the school through its extracurricular activities program. The program is directed to those high schools in which the pupil-counselor ratio is so high that segments of the student body are neglected and deprived of services they need at crucial times in their educational lives. The project is presented in three manuals: (1) Project Description, (2) Administrator's Guide, and (3) Teacher-Advisor Guidance Manual. (Author/SPT)

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Hazlet Township School District — A New Jersey Title III-IV(C) Project

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Project Description

The Raritan High School Teacher-Advisors In A Ninth Grade Guidance Program



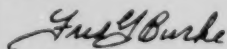
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Preface

The Teacher-Advisors In A Ninth Grade Guidance Program was developed through the cooperative efforts of the Hazlet Township School District's Raritan High School and the Division of Research, Planning and Evaluation, Department of Education, State of New Jersey. In September 1975 the program was validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable and approved to serve as a demonstration site where the project staff offers to interested educators the opportunity to observe the program in operation, consultation services in the program's replication, and program materials. There is no charge for the services of the project staff. Materials are available at cost. The development and dissemination of this program are funded through the Elementary and Secondary Education Act, Title III-IV(C) program, by the N.J. Department of Education.

On behalf of the Department of Education, State of New Jersey, I wish to bring to the attention of educators throughout the nation the Teacher-Advisors In A Ninth Grade Guidance Program. By providing intensive guidance services through trained Teacher-Advisors to all ninth grade students upon their entry into high school, the program has made a significant contribution to the education of students, especially in schools deficient in guidance counselors.



Dr. Fred G. Burke
Commissioner of Education
State of New Jersey

Prepared for the Raritan staff by Robert T. Dudley, Co-Director, with the cooperation of William P. McDermott, Project Co-Director.

Trained Teacher-Advisors quickly meet the needs of Ninth Grade Students upon their entry into high schools where the lack of sufficient guidance counselors prevents proper handling of the heavy counseling load.



Introduction

The Teacher-Advisors In A Ninth Grade Guidance Program, developed at Raritan High School, is a guidance oriented project which utilizes the regular teachers as adjunct part-time advisors in the Guidance Department in order to meet the special needs of the ninth grade students. These advisors work under the direct supervision and control of the professional guidance counselors.

In some schools, the lack of sufficient professional guidance counselors results in high student-counselor ratio, which precludes the provision of timely services to freshmen students, whose problems often appear to be less urgent than those of the upper classmen.

There is an urgent need for increasing and improving counseling and guidance services for our young people in today's modern, technology-oriented and complex society. Proper guidance is needed by young people especially at the beginning stages of each of their educational experiences to enable them to develop quickly proper attitudes toward their studies, attendance, and citizenship at school. For lack of such direction, problems often develop resulting in failure in school work, poor attendance with "drop out potential," and difficulties in their social sphere.

A study conducted at the school by the Guidance Department in the spring of 1973 revealed that the high student enrollment of 2,000 served by five professional guidance counselors, with a student counselor ratio of 400 to 1, deprived many ninth grade students of guidance services since the counselors were involved most heavily with the upper classmen whose needs appear to be more pressing. Furthermore, school records of the same 1972-73 school year indicated not only a high rate of absenteeism and failures among ninth graders but also no participation in extra curricular activities by almost half the class. Concern was also felt because the students were not being seen in individual conferences to plan their course selections for the following year.

The Guidance Department and the school administration concluded that this lack of adequate guidance services might be partially responsible for the poor orientation of the students indicated by their high absenteeism, high failure rate and disinterest in the life of the school.

Since the district was financially unable to increase the number of guidance counselors, an alternate plan was developed in 1973 through the cooperative efforts of the Board of Education, the superintendent, the high school administration and the guidance department staff — *The Teacher-Advisor Guidance Program*. The project was further developed during the summer of 1974 after its first year of operation with the assistance of the Office of Program Development, Division of Research, Planning and Evaluation, Department of Education, State of New Jersey, and funding from ESEA Title III-IV(C).

As a result of their experiences in the program, students in three different freshman classes over a three year period have demonstrated a better adjustment; are able to function more

efficiently; and develop habits which lead to greater success in school. The program's dissemination is based upon its success with students and its exportability.

This report of the project's development describes its essential elements and outlines the cost and procedures for replication in other sites.

Serving the students from seven elementary schools in the Hazlet Township School District at Hazlet, New Jersey, Raritan High School is located in a progressive, suburban, residential, middle-class community with a population of 23,000, about 40 miles south of the metropolitan area of Northern New Jersey and New York City.

Enrollment at the high school over the last five years has averaged between 1950 and 2000 students of which 500 have been ninth graders. Five professional guidance counselors have served these students, with each counselor responsible for some 400 students each year, a considerably heavy load. The development of the Teacher-Advisor Guidance Program became the responsibility of William P. McDermitt, Guidance Director, who with the assistance of Robert T. Dudley, project co-director, and the other professional guidance counselors, planned and installed the program in the fall of 1973.



The Development Process

The Teacher-Advisor Guidance Program was set in operation in September 1973. Ten classroom teachers were selected by the guidance staff as teacher-advisors to work under the direction of the five regular counselors, two advisers to each, with 50 students to each advisor. They were trained in in-service workshops before the start of school, with weekly follow-up training for the first three months of school, and bi-monthly sessions thereafter.

The teacher-advisors work for one class period daily in the guidance office, in addition to their regular five teaching assignments. When possible, they are relieved of all other non-teaching duties such as hall patrol and cafeteria duty. During the year's in-service training period the teachers received a stipend of \$300 as compensation for the time spent after school attending the training sessions.

Working closely with their assigned counselors, the advisors met with their freshmen early in the school year and periodically throughout the entire year to make the students feel secure in the new high school environment; to develop in them good attendance and study habits; and to assist them with course scheduling. Students with serious problems were referred to the regular guidance counselor.

The selection of the project staff teacher-advisors was made by the selection committee which included the high school principal, the guidance director and the guidance counselors. The activities of these selected teachers were supervised by the professional guidance staff during the school year. An evaluation of the program was made in June at the close of the school year, to determine not only its effect on the target students' achievement and attitudes, but also its overall effect on the school's total instructional and guidance programs. The opinions of the student body and the teaching faculty were also obtained in a questionnaire survey conducted at the same time.

The results of the evaluations were very positive and the Board of Education provided for the continuation of the project for the following school year. During the summer of 1974 the program was refined by the Raritan Project Staff with the assistance of the Office of Program Development, N.J. State Dept. of Education.

The Program's Essentials

The essential elements of the Teacher-Advisor Program necessary for a successful replication include the following:

1. Selection and training of one teacher-advisor to work for one teaching period per day in the Guidance Office, in addition to the regular five teaching period assignments, on a specified student-advisor ratio (50 to 1 maximum suggested) under the supervision of a guidance counselor who is responsible for each unit of two teacher-advisors. These teacher-advisors are relieved of all non-teaching duty periods such as hall monitoring or cafeteria duty.
2. A year-long in-service training program conducted for the teacher-advisors concurrent with their project activities, during after school hours by the professional guidance staff, in weekly

sessions the first three months of school and in bi-monthly sessions thereafter. The training program enables the advisors to develop skills and to learn department procedures.

3. The appointment of one person designated as the project director responsible for the overall supervision of the program's activities including the in-service program.
4. An evaluation of the program at the conclusion of the year's activities, using a prototype evaluation furnished by the Raritan Project Staff.

For orientation and training purposes various manuals and a project description filmstrip-cassette package are available at cost from the Demonstration District Staff.

Conclusions

During the first three years of the program's operation at Raritan High School some 1,500 students and 13 different teachers have been involved in the program and have achieved a good degree of success in attaining the project's goals and objectives. The project has provided adequate guidance services to all ninth grade students upon their entry into high school and throughout that crucial first year. It has facilitated their adjustment to high school in the areas of study habits, attendance and participation in extra curricular activities. It has overcome the guidance problems inherent in a large, comprehensive high school where the number of counselors is inadequate to handle the heavy counseling load.

Its specific measurable goals are to reduce the failure rate among freshmen by 20%; to reduce the absenteeism by 5%; to increase student participation in activities by 20%; to increase individualized counseling for course scheduling to 100% of the class; and to increase the number of regularly scheduled contacts with each student from the former average of 1 per year to 3 or more per year.

The program has been highly successful in meeting not only our needs at the school but also the established goals. The yearly cycle of activities has been completed with three different classes and is continuing.

For all goal indicators, with one exception — the first year only, the levels established for the objectives were met or exceeded during the first two years that evaluations were conducted. The exception is the absenteeism indicator, in that the level of absenteeism was contained at the previous level after the first year of operation, but after the second year the goal of a 5% reduction was achieved.

Positive opinions of the program's worth have been expressed by all persons involved with the program, including students, parents, administrators, counselors and the Board of Education.

The counselors, relieved of the routine duties with freshmen students, have gained more time to devote to those students with more serious problems demanding their attention. Their counseling load has been reduced by one quarter.

Over and above the gains noted, the program has had a definite effect on the morale and well-being of our students, faculty and school administration and has contributed positively to the overall instructional program at the school.

Since the program was validated in September of 1975 and its consequent publicity, numerous inquiries have been received from interested districts in the local area concerning the program. The plan can be effectively implemented, and with counselor direction, can successfully alleviate this common problem in education at similar types of schools.



Evaluation Design And Results

In the evaluation design, all ninth grade students participating in the project activities were considered the "treatment" group and were compared with the freshman class of 1972-73 immediately preceding the installation of the program, who are considered the "baseline" group.

The baseline group is considered "typical" of our freshman classes in size and composition over a period of the last five years as are the "treatment" groups involved in the project activities during the first two years of the program's operation.

Project Goal: At the beginning of the school year and throughout the first year, through the efforts of the teacher-advisors aided by the guidance counselors, the program provides the time and opportunity for all ninth grade students to meet and identify with someone from the Guidance Department who will assist them their adjustment to high school and in the development of proper attitudes towards their school work.

As a result of their experience in the program the students demonstrate a better adjustment; are able to function more efficiently; and are assisted in the development of habits which should lead to greater success. This is measured by the following indicators:

1. Improvement of academic success with a 20% reduction in course failures as compared with the freshman class prior to the program.
2. A reduction in absenteeism of 5% as compared with the freshman class prior to the initiation of the program.
3. An increase of 20% in the participation by ninth graders in extra curricular activities over the previous freshman class.
4. An increase in the number of formally scheduled conferences on a regular basis from the former average of one per year to three or more per year.
5. An increase in individual counseling for course selection to 100% of the students.

Indicator 1: To determine the difference in the failure rate of the project students as compared to the baseline group, the project director obtained the computer failure lists and student report cards which indicated how many freshmen students failed one or more courses for the year. Using these figures he noted the differences between the groups, calculated the percentages for both, and compared them for gains.

The figures revealed a 24% reduction in the failure rate of project students after the first year of operation as compared to the baseline group and a 27% reduction for the second year project students as compared to the baseline group.



Indicator 2: Using the attendance figures for each year in question, obtained from the official school registers, the project director figured the number of total possible days attendance for each class and the number of actual days attendance for each; calculated the differences; and compared the two project classes with the baseline class.

This data revealed no appreciable change in the absenteeism rate for the first year's project students as compared with the baseline group although the rate was nearly maintained that year. The second year's project students achieved a reduction in the absenteeism rate of 5.4% over the baseline group.

Indicator 3: Using figures obtained from an activities questionnaire survey conducted with the project students at the end of each year's activities, the project director compared the number of students in each class who were involved in one or more extra curricular activities.

The results indicated an increase of 25% among the first years' project students and a 23% increase among the second years' project students as compared with the baseline group.

Indicator 4: Using both the conference record cards kept on each student and their daily appointment sheets, the advisors and counselors tallied the number of conferences held with each of the project students for the two years in question. These figures were verified by the counselors and submitted to the project director.

The tallies indicated that all ninth grade students in the project during the first two years of its life were seen three or more times by their advisors and at least one time each year by their guidance counselor.

Indicator 5: Using the same source cited in 4 above, the advisors and counselors checked that all project students both years were seen in an individual conference to plan their course scheduled for the following year. The counselors verified this count and submitted the results to the project director.

For both years 100% of the freshman class were seen in individual conferences for this purpose

In the case of all goal indicators, with the exception of one, the levels established for the objectives were attained or exceeded for both years. In the case of the absenteeism indicator no appreciable change was made in 1974 but the level was nearly maintained. In 1975, however, a gain in attendance was achieved by that group with a 5.4% reduction in the rate of absenteeism.

Finally, to learn the impressions of the students involved and the entire teaching faculty, a questionnaire survey was also conducted with both groups at the end of each year for their impressions of the total program and their suggestions as to how the program might be expanded or improved.

A great majority of the students and faculty polled on the questionnaire indicated a high degree of satisfaction with the program and urged that it be continued and expanded in future years. In addition, positive reactions were observed on the part of the school administration and the professional guidance staff. In fact, most persons involved with the project, including students, parents, teachers, administrators, guidance staff, and the teacher-advisors themselves, give testimony to the worth of the program and the positive effect it has had on the total instructional program at the school.

Exportability Of The Program

Potential adopters of this program must have strong interest on the part of the Board of Education, the school administration, and the professional guidance staff, who see the project as a viable solution to the problem of providing extensive guidance services to ninth grade students despite an insufficiency of professional counselors to provide this service.

The counselors must not only favor the idea of turning over the routine type of conferences with their ninth grade students to classroom teachers but also be willing to spend time with them in on-the-job training to accomplish their aims.

Teacher-advisors must agree to an extra non-teaching assignment of one period per day in the guidance office and must be willing to spend one hour per week for the first three months of school and in bi-monthly in-service training sessions thereafter for the entire school year.

The cost of replication of the program is quite minimal and varies from one school to another according to the total student population and the student/counselor ratio which determines the number of teacher-advisors needed to staff the project. The principal costs of start-up involve funds to purchase the Demonstration District's training materials and consultation services necessary for a successful adoption. At Raritan High School the Board of Education also provided funding to compensate each teacher for the time spent after school hours in the in-service training. The ten teachers involved received a stipend of \$300 each for the year to cover this training, for a total amount of \$3000. While this is not a mandatory essential to replication, it is strongly recommended and proved to be an attractive incentive in recruitment of staff for the program.

The costs of basic staffing and a guidance office supplied to conduct a normal guidance program at any school are already included in the established budget and are not increased by the installation of the project except for the increase in office supplies which results from the increased services provided to the student body.

After some brief orientation and training, which are provided for the consumer district staff by the Demonstration District, and the expected pre-planning prior to its installation, the program can be adopted quite easily at any school interested in replication. The consumer district must also agree to provide the time and the funding necessary to send the high school principal, the guidance director, all of the guidance counselors, the superintendent or his assistant and at least one member of the Board of Education to the Demonstration Site for orientation in the project's essential elements. No special facilities or materials other than the training manuals are necessary and no additional funds are needed to maintain the program during its operation.

Dissemination Plan

The project staff is funded by ESEA Title III-IV(C) to assist educators in learning about the T/A Guidance Program, to provide materials for implementation, and to offer training and consultation services to districts desirous of adoption or adaptation.

Brochures describing the *Teacher-Advisors In A Ninth Grade Guidance Program* are available to interested parties free of charge. Visits to Raritan High School to see the program may be arranged with the project co-directors. Teachers, counselors, administrators and students, who are part of the program, are available on a limited basis to give orientation presentations outside of the district and on site at the Demonstration District.

The consultation services of the Raritan High School Project Staff are available on a limited basis to interested districts. An application for these services is available from the project co-directors.

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The project staff at Raritan High School have prepared two manuals: a *Teacher-Advisor Manual* and *An Administrator's Guide* to replication. A descriptive Filmstrip-Cassette package is also available. These may be purchased at cost and may be ordered from the project co-directors. These products described below are sold at cost:

1. *Teacher-Advisor Guidance Manual*: A resource manual and training guide prepared for the use of all teacher-advisors assigned to a project staff; is designed as a training aid to orient teachers to the goals and operation of the program and to facilitate their work with students. It contains materials helpful to them in carrying out their assigned duties; explains their responsibilities; outlines the in-service training program; lists the goals and objectives; explains the procedures for arranging and conducting student-advisor interviews; describes the materials and records available in the guidance department; and details how to conduct various types of conferences with students which lead to the attainment of the objectives and goals. It provides teachers with the "how to" to work effectively in the program.

It may be purchased at cost @ \$3.00 per copy.

2. *Filmstrip-Cassette Package*: A project description aid prepared as an awareness device to disseminate information about the project and as an orientation item for use in in-service programs. It is a fifteen minute sound/filmstrip

with an audible tone on one side and an inaudible tone on the other which describes the operations and summarizes the evaluations results. It addresses all of the basic elements necessary for replication and may be purchased @ \$15.00 per copy.

3. *An Administrator's Guide:* Prepared for the use of school administrators who will be responsible for the introduction, implementation, maintenance, monitoring, and evaluation of the Raritan Project at their schools.

It includes a step-by-step description of the strategies necessary to replicate the project successfully; describes the program; explains its educational significance; outlines the role of the administrator in implementation; lists the observable goals; details the district wide orientation; explains the roles of all staff members; outlines the training program; lists the qualifications of teacher-advisors; estimates the cost; and details specific procedures for the installation and evaluation of the project. In short, it presents a "how to" approach the administrator may use to successfully replicate the project, and may be purchased @ \$3.50 per copy.

Order forms are available from project co-directors.

There is no charge for the services of the project staff. Travel expenses within New Jersey are funded by ESEA, Title III-IV(C). Travel and lodging expenses in states other than New Jersey must be borne by the hosts.

Further information about the program and the dissemination services and materials available may be obtained from:

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Project Co-directors:

William P. McDermott
Robert T. Dudley
Raritan High School
Middle Road
Hazlet, New Jersey 07730
Telephone: (201) 264-8400

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Hazlet, New Jersey**

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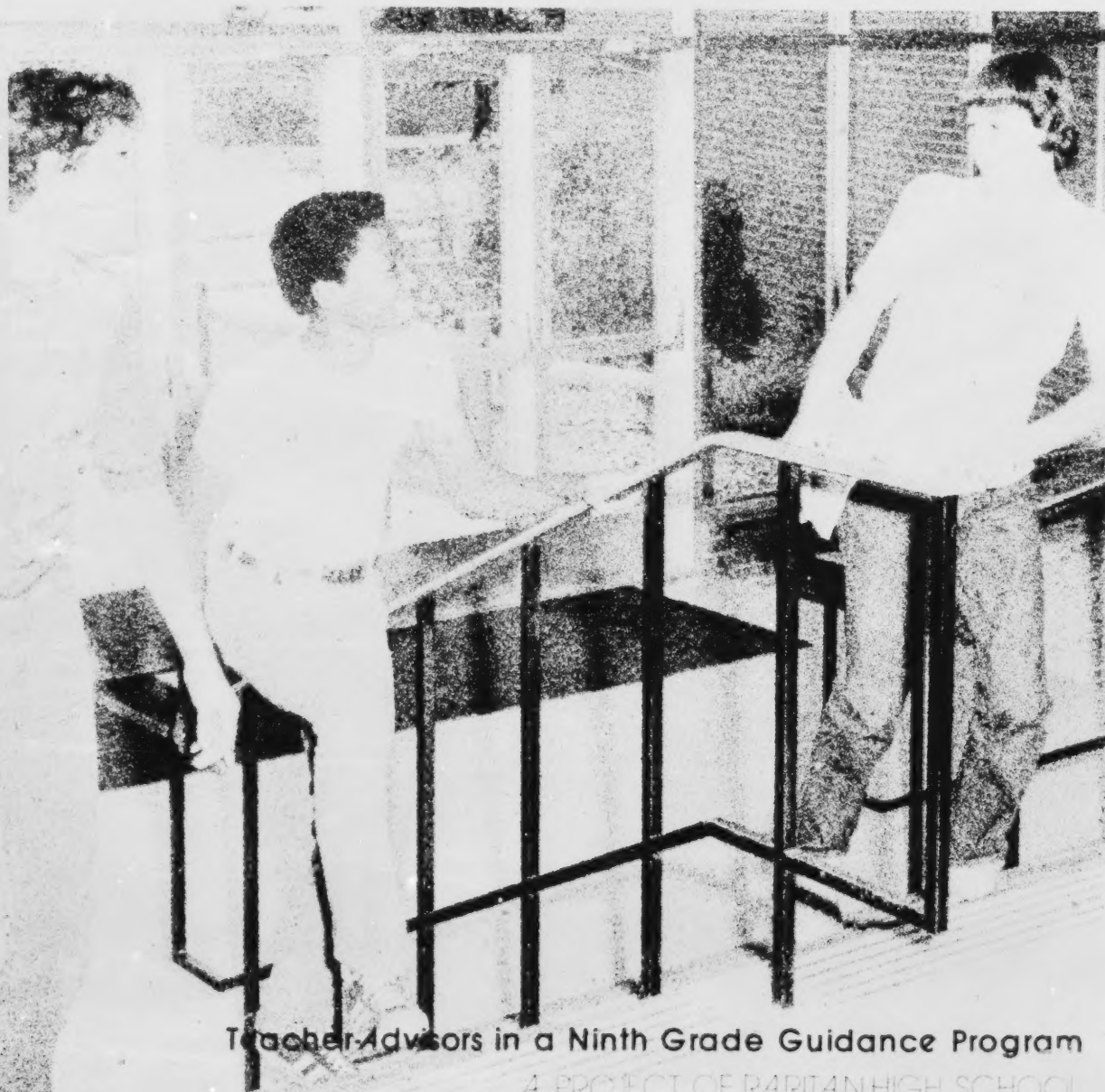
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Teacher-Advisor Guidance Manual

William P. Dwyer

A RESOURCE MANUAL AND TRAINING GUIDE FOR TEACHERS

ED143948



Teacher-Advisors in a Ninth Grade Guidance Program
A PROJECT OF RARITAN HIGH SCHOOL

CG011735

The Teacher-Advisors In A Ninth Grade Guidance Program was developed through the cooperative efforts of the guidance staff, the school administration and the board of education at Raritan High School, Hazlet, New Jersey. With a one-year grant award (1974-75) by the Office of Program Development, Division of Research, Planning and Evaluation, New Jersey Department of Education, funded by the Elementary and Secondary Education Act, Title III, preparations were made for validation and development of materials.

In September 1975, the program was validated as successful, cost-effective and exportable by the standards and guidelines of the United States Office of Education. As a result, the program is now funded through ESEA, Title III-IVC as a demonstration site to provide dissemination materials and services to interested educators.

This manual was prepared by Robert T. Dudley, Co-Director, with the cooperation of William P. McDermott, Project Co-Director.

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Teacher-Advisor Guidance Manual
A Resource Manual and Training Guide for Teachers

Teacher-Advisors
In A Ninth Grade Guidance Program

A Project of
Raritan High School

June, 1976
Hazlet Township Public School District
Hazlet, New Jersey

Dr. Fred G. Burke
Commissioner of Education
State of New Jersey

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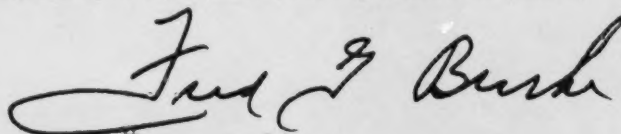
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COMMISSIONER'S ENDORSEMENT

On behalf of the Department of Education, State of New Jersey, I wish to bring to the attention of educators throughout the nation the Teacher-Advisors In A Ninth Grade Guidance Program. By providing intensive guidance services through trained Teacher-Advisors to all ninth grade students upon their entry into high school, the program has made a significant contribution to the education of students, especially in schools deficient in guidance counselors.



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Ralph Guadagno, *Assistant Principal*
Andrew Provence, *Assistant Principal*

GUIDANCE STAFF

William P. McDermott, *Director of Guidance*

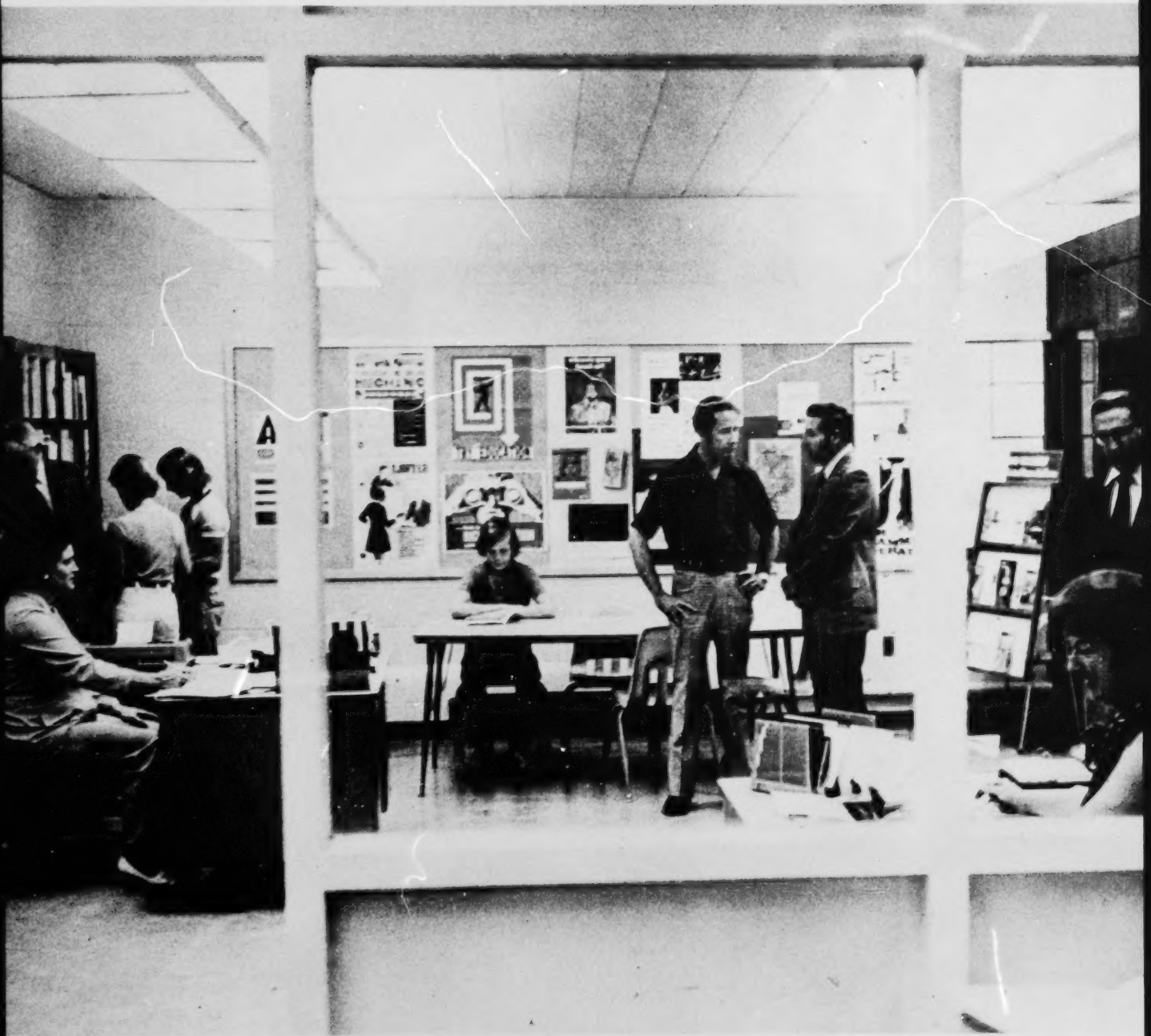
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PREFACE

The Teacher-Advisors In A Ninth Grade Guidance Program, developed at Raritan High School, is a guidance oriented project which utilizes the regular teachers as adjunct part-time advisors in the Guidance Department, in order to meet the special needs of ninth grade students. These advisors work under the direct supervision and control of the professional guidance counselors.

Providing adequate and timely guidance services to all students in the public schools of the United States has been a major concern throughout the nation over the last two decades, as witnessed by the millions of dollars invested by the Federal Government in NDEA Title V and ESEA Title III programs.

More so now than ever before in our nation's history there is an urgent need for increasing and improving counseling and guidance services for our young people in today's modern, technology oriented and complex society.

Educators and laymen alike are convinced that proper guidance is needed by young people especially at the beginning stages of each of their educational experiences to insure a sound beginning and to develop quickly proper attitudes towards their studies, attendance, and citizenship at school. For lack of such direction, problems often develop resulting in failure in schoolwork, poor attendance (with possibility of "dropping out") and difficulties in the social sphere.

In some schools, the lack of sufficient professional guidance counselors, causing a high student/counselor ratio, often precludes the provision of those timely services to the student body.

Serving the students from eight elementary schools in the Hazlet Township School District at Hazlet, New Jersey, Raritan High School is located in a progressive, suburban, residential, middle-class community with a population of 23,000, about 40 miles from the metropolitan area of Northern New Jersey and New York City.

Enrollment at the high school over the last five years has averaged somewhere between 1950 and 2000 students of which 500 have been ninth graders. Five professional guidance counselors have served these students, with each counselor responsible for some 400 students each year, a considerably heavy load. As a result, counselors could not devote as much time to the freshmen students as to the upper classmen whose problems often appear more urgent. Thus, freshmen were often deprived of the adequate and timely guidance program which the school felt was necessary, during a critical period of their school life.

A study conducted by the Guidance Department in the spring of 1973 determined that most freshmen were seen on an average of only once during the year by their counselors. In a questionnaire survey conducted at the same time, ninth grade students indicated that they were often forced to wait a considerable length of time to obtain an appointment at their request.

In addition, school records of the same 1972-73 school year revealed a high rate of absenteeism and failures among ninth graders and no participation in extra-curricular activities by almost half the class. Concern was also felt because the students were not being seen in individual conferences to plan their course selections for the following year.

The Guidance Department and the school administration concluded that this lack of adequate guidance services might be partially responsible for the poor orientation of the students indicated by the high absenteeism, the high failure rate and the lack of interest in the life of the school.

The ideal solution of adding several counselors to the guidance staff was not possible or financially prudent at the time for the district.

To solve this problem an alternate plan was developed through the cooperative efforts of the Board of Education, the superintendent, the high school administration and the guidance department staff — the Teacher-Advisor Guidance Program. The project was further developed during the summer of 1974 after the first year of its operation with the assistance of the Office of Program Development, Division of Research, Planning and Evaluation/Field Service, the Department of Education, State of New Jersey and funding from ESEA Title III.

Under the program, ten classroom teachers were selected as teacher-advisors to work under the direction of the five regular counselors, two advisors to each, with 50 students to each advisor. They were trained in in-service workshops before the start of the school, with weekly follow-up training for the first three months of school, and bi-monthly sessions thereafter.

The teacher-advisors work for one class period daily in the guidance office in addition to their regular five teaching assignments. When possible, they are relieved of all other non-teaching duties such as hall patrol and cafeteria duty. During the year's in-service training period the teachers received a stipend of \$300 as compensation for the time spent after school attending the training sessions.

Working closely with their assigned counselors, the advisors met with their freshmen early in the school year and periodically throughout the entire year to make the students feel secure in the new high school environment; to develop in them good attendance habits; and to assist them with course scheduling. Students who appeared to have serious problems were referred to the regular counselor.

Summary

The project aims to provide adequate guidance services to all ninth grade students upon their entry into high school and throughout that crucial first year. Its purpose is to facilitate their adjustment to high school in the areas of study habits, attendance, and participation in extra-curricular activities. It overcomes the guidance problems inherent in a large, comprehensive high school where the number of counselors is inadequate for the heavy load.

Its specific measurable goals are to reduce the failure rate among freshmen by 20%; to reduce the absenteeism by 5%; to increase student participation in activities by 20%; to increase individualized counseling for course scheduling to 100%; and to increase the number of regularly scheduled contacts with each student from 1 to 3 or more each year.

In its first two full years of operation the program has been highly successful in meeting not only our needs at the school but also our established goals. It has involved over 1000 students and 13 different teachers as advisors. The yearly cycle of activities has been completed with two different classes and is now in its third year with another ninth grade class.

For all goal indicators, with one exception—the first year only, the levels established for the objectives were met or exceeded for both years. The exception is the absenteeism indicator, in that the level of absenteeism was contained at the previous level after the first year of operation, but after the second year the goal of a 5% reduction was achieved.

Positive opinions of the program's worth have been expressed by all persons involved with the program, including students, parents, teachers, administrators, counselors, and the Board of Education.

The counselors, relieved of the routine duties with freshmen students, have gained more time to devote to those students with more serious problems demanding their attention. Their counseling load has been reduced by one-quarter.

Even if the objectives in terms of the gains noted had not been achieved the program has had a definite effect on the morale and well-being of our students, faculty and school administration and has contributed positively to the overall instructional program at the school.

The plan can be effectively implemented, and with counselor direction, could successfully alleviate this common problem in education at similar types of schools.

This manual is one of two designed to assist in the replication of the project by other school districts. The other is entitled *An Administrator's Guide*. Both were developed by the project staff with the assistance of the New Jersey Department of Education Staff and funded by ESEA Title III-IV C. Both manuals are available at cost from the project co-directors. While it is recommended that interested parties visit Raritan High School to observe the program in action, the manuals should be self-explanatory and sufficient to adopt or adapt the program.

Visitations to the school can be arranged by contacting the project co-directors; and orientation and training programs can be conducted at adopter schools, if so desired.

ACKNOWLEDGEMENTS

The manual, *Teacher-Advisor Guidance Manual*, has been designed for the project, Teacher-Advisors In A Ninth Grade Guidance Program, developed by the Guidance Department and the Project Co-Directors at the Hazlet Township Public School District's Raritan High School in Hazlet, New Jersey.

Appreciation is expressed to the Hazlet Township Board of Education; Mr. Roman Cabrera, Superintendent of Schools; Mr. Leo W. Moran, High School Principal; Mr. William P. McDermott, Guidance Director; the teachers, students and parents for their cooperation, understanding and commitment to the development, institution, and success of the project.

A special acknowledgement of thanks is extended to the school's guidance counselors Ralph Cutro, Robert T. Dudley, Jeanne Kelly, Audrey L. Rabinowitz and Joseph W. Knittel for the time and effort they devoted to the planning, development, and operation of the project over the last three years. Their contribution to the training and supervision of the teachers assigned to the project staff has been responsible for a major portion of any success the program has attained.

To Assistant Principals, Ralph Guadagno and Andrew Provence, who were so generous in the support they gave to the in-service training program for the Teacher-Advisors, gratitude is greatly expressed.

To the Department Chairpersons of the various disciplines; John Cane, Foreign Languages; Gerald Degnan, Business; Michael Dudick, Fine Arts; John Fernstrom, Science; Leroy Kelly, Industrial Arts; Thomas Kuc, English; Laura Malmquist, Home Economics; Joseph Oxley, Social Studies and Floyd Riley, Mathematics, appreciation is given for their cooperation in sharing their teachers and for their participation in the In-Service Training Program.

For their enthusiasm, devotion and conscientious performance in the program deep thanks are given to the Teacher-Advisors assigned to the project staff; Ann Dilione, Donna Cianciulli, Jeanne Fiorentino, Donna Laslo, Joseph Martin, John Massam, Myrna McLaughlin, Richard Piccirillo, Robert Smith, and Steven Znaiden. A thank you is also given to Virginia Daly, Peggy Hunt, and John Poulos who served as Freshmen Advisors in the earlier stages of the project's life.

For their contributions to the In-Service Training Program thanks are due to Newton Policastro, Director of Special Services; Robert Veronsky, School Psychologist and John Frascatore, District Curriculum Coordinator.

Appreciation is also expressed for the assistance given to the project staff by the secretarial staff of the Guidance Department; Marie Purdue, Patricia Johnson, Elizabeth Donovan and Helen Schwartz. For their fine work during the school year and during summer vacation periods we are grateful to our student clerks Susan Stack, Yvonne Draijer, and Cathy Allocco.

The project staff would like to extend gratitude to the staff of the Office of Program Development, New Jersey Department of Education for their assistance in the development of our project materials, especially to Evelyn Ogden, Charles Wilson and Lillian White-Stevens.

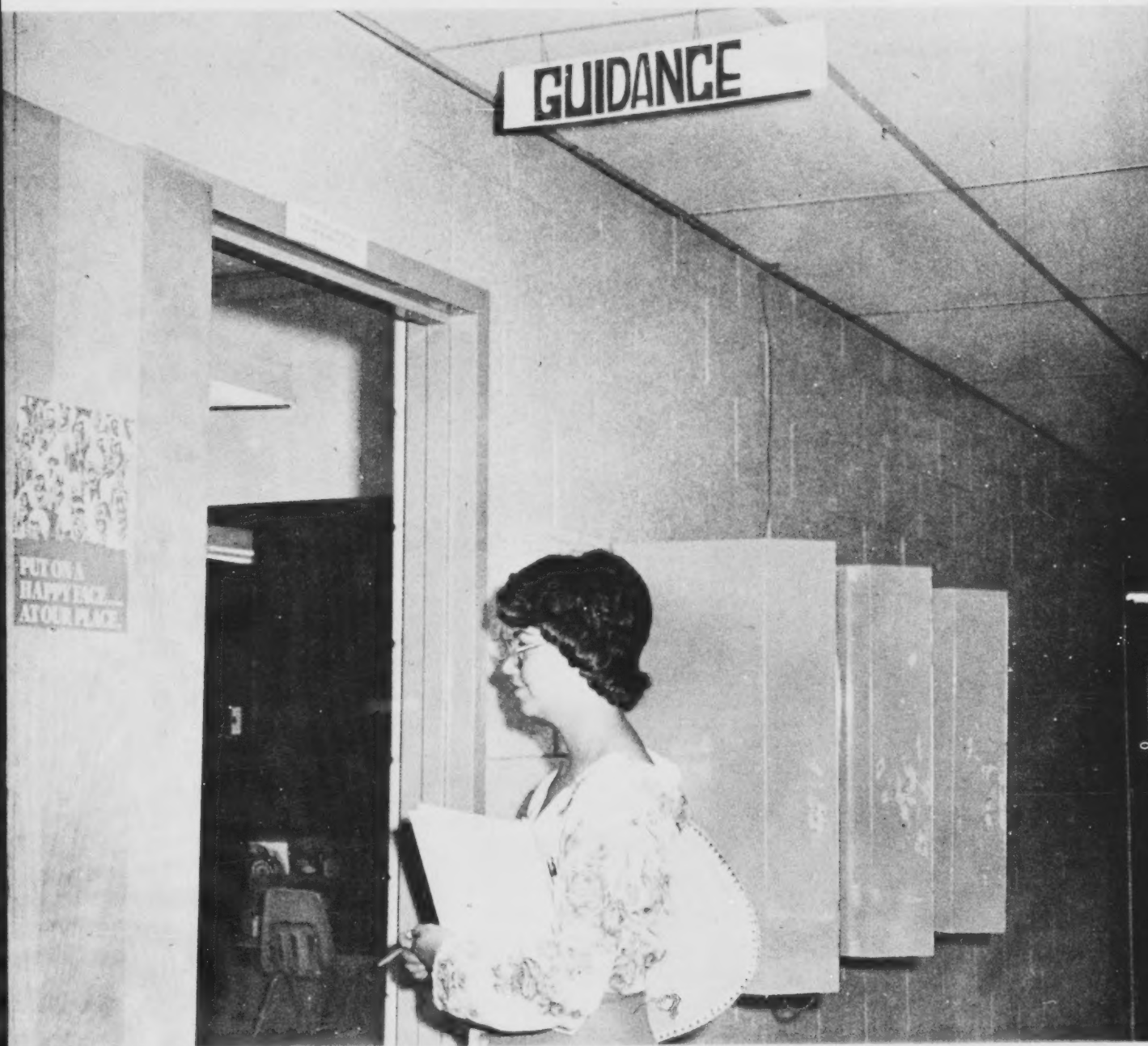


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INTRODUCTION

This manual, prepared for the use of teachers assigned to the project staff of the Raritan High School Teacher-Advisor Guidance Program, is designed as a training guide to orient teachers to the goals and operation of the program and to facilitate their work with the students.

By using the services of the professional teaching staff as Teacher-Advisors working part-time in the guidance department under the direction of the professional counselors, the Raritan High School project not only relieves the counselors of routine type conferences with the ninth grade students, thus enabling them to devote time to those serious cases in need of intensive counseling but, also, provides quick and adequate coverage of the student needs early in the school year by these Teacher-Advisors.

Each Teacher-Advisor is urged to read this manual carefully and to refer to it frequently for information helpful to them in carrying out their assigned duties. It explains the responsibilities of the Teacher-Advisor; outlines the In-Service Training program; lists the goals and objectives; explains the procedures for arranging and conducting student-advisor interviews and conferences; describes the materials and records available in the department; and details how to conduct the various types of routine yet vital conferences with students which lead to the attainment of objectives and goals. It provides teachers with the "how to" to work effectively in the program.

Chapter I

Goals of the Teacher-Advisor Program



CHAPTER I GOALS OF THE TEACHER-ADVISOR PROGRAM

At the beginning of the school year and throughout the first year, through the efforts of the teacher-advisors aided by the guidance counselors, the program provides the time and the opportunity, for all of the ninth grade students to meet and identify with someone from the Guidance Department who will assist them in their adjustment to high school and in the development of proper attitudes towards their school work.

As a result of their experience in the program the students demonstrate a better adjustment; are able to function more efficiently; and are assisted in the development of habits which should lead to greater success. This is measured by:

1. A reduction in absenteeism of 5% as compared with the freshmen class prior to the initiation of the program.
2. Improvement of academic success with a 20% reduction in course failure as compared with the freshman class prior to the program.
3. An increase of 20% in the participation by ninth graders in extra-curricular activities over the previous freshmen class.
4. An increase in the number of formally scheduled conferences on a regular basis from the former average of one per year to three or more per year.
5. An increase in individual counseling for course selection to 100% of the students.

To determine how effective the effort has been, an evaluation is made at the end of the school year by comparing the official attendance register with the total number of students who were absent the previous year, by tabulating the number of students who failed course work at the end of the year and comparing it to the number who failed the previous year. To determine the increase in participation in extra-curricular activities a student activities questionnaire is administered to all ninth graders at the end of the year and the number of participants compared with the previous year. In order to determine the increase in student conferences the advisors and counselors must keep accurate records on the conference record cards and maintain and retain their daily appointment sheets so that an accurate tabulation can be made at the end of the year. Although, an attempt is made to reduce the number of class cuts, no projection can be made as to any reduction in percentages, since the record keeping on cutting has not been fully developed at this time by the school.

A student and teacher questionnaire survey is also conducted at the end of the year to judge the effectiveness of the teacher-advisor/counselor efforts.

Chapter II

The Guidance Program



CHAPTER II THE GUIDANCE PROGRAM

Before reviewing the responsibilities and specific duties of the advisor, it is appropriate to state the general philosophy of the guidance profession; what a typical guidance program should or should not provide for students; and how guidance at Raritan High School functions.

Appended to this manual is a bibliography of scholarly works in guidance and student personnel which explains in more detail some of the following statements. Advisors are urged to consult these works. (Appendix D.)

A. What Guidance Should Provide

In the conviction that the individual must make his own decisions, guidance and personnel services in schools should assist the individual in his free choice so that decisions are both personally satisfying and socially acceptable.

Guidance today attempts to do more than aid persons with problems concerning their vocational future, as the early guidance advocates believed. Operating on a broader concept, it assists individuals who need help in making important decisions, solving problems, and making good life adjustments. This includes, in addition to vocational aid, the establishment of desirable life goals involving education, civic, social, family, and health habits and any other goal which is desirable and conducive to wholesome life adjustment. It also helps the individual prepare for these various goals and achieve them to the highest possible degree.

Counseling constitutes the most important part of the guidance program in any school. Since the counselor performs a myriad of tasks and engages in many activities of a clerical nature, it is sometimes difficult to establish the limits of "counseling".¹

Basically stated, counseling is a process that is individualized. It is a one to one relationship in which a person confronted with a problem comes for help to one more experienced than himself. It should be a cooperative undertaking in which the counselor and the client (student) discuss the problem; check pertinent data; interpret it; gain insight together as to the problem and the resources within the student; and plan action which seems appropriate to solving the problem. It should develop in the client the ability to solve his own similar problems in the future. It includes many techniques of which the interview is the most important.

Nowhere does the foregoing statements indicate that it is the counselor's task to "solve" problems for the counselee. The principal task is to listen to the problem; to plan together a course of action based on the counselor's knowledge of the individual for possible solution; and to help the student learn to make decisions for himself. It is not always necessary to give advice, although in certain cases this may be desirable.

B. The Guidance Program at Raritan High

The Guidance Office exists to help pupils make choices, decisions and adjustments at times in their high school career when they need such help.

The main purpose of the counseling services at Raritan High School is to aid each individual pupil in attaining his greatest possible development. Assistance is given students in methods of self analysis and improvement, based on information that is available from the results of standardized tests, grades, teacher ratings, etc.

Each student is assigned a counselor upon entering school. Conferences between the student and the counselor are held periodically. A student, or a parent, may request a conference at any time, as often as needed. In addition, students are summoned to the office by the counselor for a variety of reasons throughout the school year.

1. The official school job description of *Guidance Counselor* appears in Appendix C., page 33.

Students are notified of an appointment through an official guidance notice of appointment given to them by their homeroom teachers during homeroom period. Students should allow sufficient time to reach the Guidance Office at the specified time. See below for notice.

Student's Name _____
Guidance Department Student Interview
H.R. _____ for Date _____
Time: A.M. _____ P.M. _____
Counselor _____
Return to Class _____ (A.M.-P.M.)

If a student wishes to make an appointment with his counselor, he goes to the guidance office either before school begins in the morning or during a study hall, with teacher permission, or after school in the afternoon. The student should see the guidance office receptionist, who makes an appointment, usually for the next day unless a serious problem confronts the student which needs immediate attention.¹ Parents may make an appointment by phoning the office. All requests for appointments are scheduled as soon as possible. The procedures outlined also apply to making appointments with teacher-advisors.

Areas in which the Guidance Office may offer assistance to students are:

1. Educational problems
2. High school program planning.
3. Selection of extra-curricular activities.
4. Formation of good study habits.
5. Difficulties with school subjects.
6. College selection and scholarship offerings.
7. Personal and social problems.
8. Selection of an occupation.
9. Health problems.
10. School orientation.
11. Career choice.
12. Counseling on disciplinary problems.

Educational and Occupational Information

The department maintains an up-to-date collection of catalogs and booklets from colleges, universities, the armed forces, nursing and technical schools. A file of the latest occupational information is also maintained. These booklets may be borrowed on an overnight basis. Students should be urged to avail themselves of these materials.

¹ See Appendix C for job description of the receptionist and all other secretarial help in the guidance office, page 33.

Testing

A standardized testing program is administered by the Guidance Department. The objectives of this program are:

1. To assist the student and the counselor to understand the student's strengths and weaknesses.
2. To discover special areas of aptitude.
3. To measure achievement in particular subject areas.
4. To aid in student placement.

Placement

Every effort is made to assist students to realize their ambitions, be they higher education, armed forces or immediate employment upon completion of high school.

Frequently, employers call the school requesting students for part-time work. A list of students desiring part-time employment is kept in the Guidance Office. Requests for employees are filled from this list.

Working Papers

Most students who work for pay are required by New Jersey State Law to have working papers. These may be processed and obtained in the Guidance Office. Interested students should inquire at the receptionist desk.

Chapter III

Responsibilities and Duties of the Teacher-Advisor



CHAPTER III RESPONSIBILITIES AND DUTIES OF THE TEACHER-ADVISOR

There is no intent within the program to supplant the guidance counselor by the advisor or to have the advisor assume full responsibility for the successful passage of the ninth grade students through the guidance program. The advisors are adjunct persons serving in the guidance department under the direct supervision of the guidance counselor. They may be considered as para-professionals for student personnel services since they are probably noncertified in the Personnel and Guidance area, or lack experience in and practical knowledge of guidance work in all its ramifications.

Although the advisor relieves the counselor of the major load of routine conferences with the ninth grade students, the ultimate responsibility for guidance work with the students lies with the guidance counselor. Thus, the counselor and the advisor must work in close cooperation regarding the individual students involved. As indicated previously, the assumption of routine conferences by the advisors provides additional time for the counselors to work with those students who have serious problems beyond the scope of the expertise of the teacher-advisors.

General Responsibilities

The overall general responsibilities of the teacher-advisors are: to become familiar with the educational, social, and emotional background of each of their assigned students; to make contact as soon as possible after the start of the school year so that each student will know who his advisor is; to assist each student with his adjustment to high school by becoming available to answer any questions concerning the new school environment and procedures; to check on attendance, tardiness and class cutting; to assist students who receive failure notices at the mid-point in each marking period and who fail course work at the conclusion of each of the four marking periods; to assist the students in the selection of a program of studies for the next school year based on his academic potential and achievement; to encourage students to take a positive attitude towards their school citizenship; to explain the extra-curricular activities available to students, with encouragement for participation; and finally, to refer students with apparent serious learning, social or emotional problems to the regular guidance counselor for more intensive counseling. Advisors are cautioned to make immediate use of referrals to the counselor for action rather than to resolve intensive problems.

Specific Duties

These specific duties must be performed by the teacher-advisors. More detailed information on how these tasks are carried out is given in subsequent sections of this manual. Advisors must:

1. Familiarize themselves with the counselor's code of ethics and govern themselves accordingly. They will be provided with a copy of the latest updated code approved by the Ethics Committee of the New Jersey Personnel and Guidance Association and published in the fall 1973 edition of the New Jersey Guidance News.
2. Maintain an accurate record on the conference record card of each contact with a student or parent.
3. Conduct an initial small group conference (maximum 8) to complete conference cards according to established department procedures.
4. Carefully examine the cumulative folder of all assigned new freshmen to identify any students who appear to have previous psychological, physical, social or learning problems. Advisors should alert the counselor to any so identified.
5. Screen schedule change requests at the opening of school. Discuss with the student, the teacher, and see the counselor for final approval.
6. Check daily attendance lists and review cut slips sent by the disciplinarian's office. Follow up on absences, tardiness and cutting as well as disciplinary referrals by discussing them with students, parents, and the school administration.

7. Obtain homework assignments for absentees when such requests are made by the parent or the counselor.
8. Obtain progress reports from teachers on student achievement and behavior when necessary.
9. Meet with students who receive failure notices to discuss causes and to offer assistance. Advise parents of upcoming conferences when appropriate.
10. See all students after the first marking period report cards are issued to advise failing students; praise those with high achievement; and urge greater effort on the part of borderline students. Make it a practice to praise all students for outstanding accomplishments in academics or any other school activity. When possible, phone parents of outstanding students to congratulate them.
11. Report promptly to designated area during homeroom and guidance activity periods to be available for student conferences.
12. Administer standardized tests to individuals or small groups under the direction of the counselor when the need arises.
13. Confer daily with counselor to maintain coordination of efforts and record keeping.
14. Participate in the in-service training program which includes a full day workshop session during the month of August, weekly sessions after school hours during the first three months of school and bi-monthly afternoon sessions thereafter.
15. Should continue their studies in the field of guidance and student personnel either on an independent basis or in formal guidance courses, if possible.

Advisors are cautioned to limit their guidance activities to ninth graders only; to refer serious psychological, social, or academic problems to the counselors; to maintain strict confidentiality of student records and conferences; to maintain a non-directive attitude toward moralizing or meting out punishment and to try to deal exclusively with school connected situations. They should be wary of intruding upon personal, family matters unless there is a serious need, in which case consultation with the director or the counselor is warranted.

Chapter IV

In-Service Training for Teacher-Advisors



CHAPTER IV IN-SERVICE TRAINING FOR TEACHER-ADVISORS

All teacher-advisors are required to participate in the in-service training program which commences with a full-day workshop during the last week in August and continues, when school opens in September, with weekly 45 minute sessions after school hours for the first three months and then in bi-monthly sessions for the remainder of the year. The training program is conducted under the direction of the guidance director and the five guidance counselors. Attendance by all teacher-advisors is required.

The purpose of the training is to provide the teacher-advisors with: a thorough orientation to the services available in the guidance department and how they operate; a knowledge of their specific duties; and the limitations and extent of the services they are to render within a specific framework.

The sessions consist of formal presentations and lectures by members of the school's guidance staff, the school administrators, department chairmen, special services staff and speakers from outside the school. In addition, several sessions are devoted to problem-centered discussions among the director, the counselors and the teacher-advisors. Periodically, the teacher-advisors are evaluated on their progress in the areas of knowledge acquired and skills developed in their day-to-day work with students. The evaluation is made through brief questionnaires or check lists with space for comments which the Teacher-Advisors complete after the conclusion of certain sessions. The evaluations are more in the order of self-evaluation and comments on what other things they would like to know, etc.

An outline of the topics covered, with dates and times of the sessions, appears in Appendix B.¹ Each person involved in the program is provided with a copy of the *Teacher-Advisor Guidance Manual* and a *Training Kit* which includes copies of the *Student Handbook*; *The Program of Studies Booklet*, a list of all course offerings; a pamphlet entitled *Planning Your Future Career*; and other materials including mimeographed guidance fliers on financial aid, test service bulletins, and copies of all the forms used by the professional and secretarial staff of the guidance office to facilitate the work of the department.²

In general, some of the topics covered by the in-service program are:

1. Counseling theory and interview techniques.
2. Ethics of the guidance profession.
3. Confidentiality of records and record keeping.
4. Learning the background of your student advisees.
5. Using the cumulative folders.
6. Assisting the student with problems of absenteeism and discipline.
7. The testing program and its interpretation.
8. Assisting the failing student.
9. Program selection advisement.
10. Co-curricular advisement.
11. Scheduling appointments.
12. Conducting group sessions.
13. Career and vocational advisement.
14. Media materials available in the department.
15. Special agencies of referral.
16. Preparing a case study.

1. See Appendix B, page 32.

2. Adopter schools have similar materials available for inclusion in their own kits.

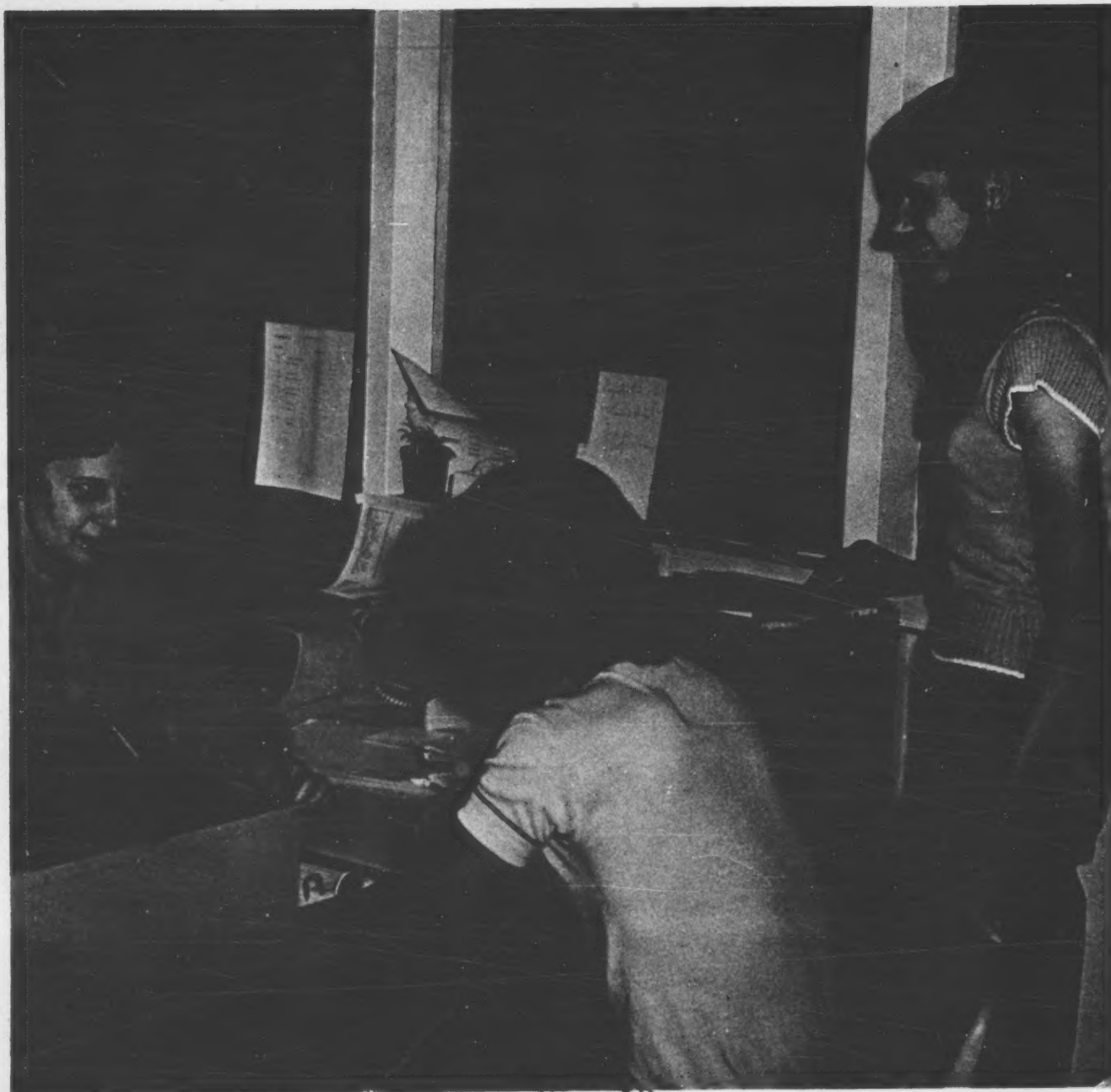
Teacher-advisors are urged to engage in additional study in guidance and pupil personnel services either in formal college courses or in independent study; for assistance therein, a bibliography is presented in Appendix D.¹ Most of the listed books are available in the Guidance Office professional library and may be used by the Teacher-Advisors.

The members of the guidance staff, both professional and secretarial, are available for the teacher-advisors, to answer their questions, to assist them with their work, and to provide them with materials to make their job run smoothly.

Teamwork of advisors and guidance counselors, along with the administrative and teaching staffs, can provide better and more meaningful services to the students and can achieve the objectives of the teacher-advisor program.

1. See Appendix D, page 37

Chapter V Operating Procedures



CHAPTER V OPERATING PROCEDURES

A. Procedures for Arranging Student Conferences

Whenever an individual conference with a student is needed, the advisor will enter the student's name and homeroom number on the daily appointment sheet, which will be located on a clipboard on the guidance receptionist's desk. The time for the conference should be noted, the code letter indicating the reason for the conference should be added in the proper box on the appointment sheet, and the conference appointment sheet should be returned to the receptionist's desk.¹

All conferences should be scheduled on the appointment sheet at least one day in advance of the proposed meeting and should be returned to the receptionist as soon as possible but no later than five minutes before the final dismissal bell.

The receptionist or one of the student clerks will then fill out a Student Interview Notice for each student who has been scheduled, and place it in the homeroom teacher's mailbox just before the office closes for the night.²

Students will receive the notices in homeroom the next morning and should arrive on time for the conference. Homeroom teachers are instructed to return the notices to the guidance office immediately after homeroom period, if the student involved should be absent that day. This will eliminate time wasted waiting for an absent student to show up.

If it is necessary for an advisor to see a student on an urgent matter, a Student Interview Notice may be filled out by the advisor and sent by a student clerk to the classroom where the student is scheduled; the student can thus be seen that same day.

Information concerning the student's homeroom and schedule of classes is housed in the student schedule box located in the guidance reception room and should be utilized by the advisors when scheduling appointments.

B. Group Guidance Sessions

While the ideal setting for a student conference is the individual one-to-one interview, it is sometimes necessary to schedule students in groups especially for common problems or common tasks that must be performed with all students. Much time can thus be saved by scheduling a workable maximum of eight students. In the case of group conferences, the advisor is to prepare Student Interview Notices for all who will constitute the group and place them in the homeroom teachers' mailboxes before leaving school the day before the session is to be held.

Group meetings may be arranged in the Guidance Office Conference Room but advisors should check in advance with the Guidance Director to see if the room will be available during the time of the scheduled group session.

While the practice is not encouraged, it is possible, with the director's permission, to schedule larger groups of students in the auditorium lecture areas, if a situation so warrants. Procedures for arranging such conferences are the same as for small group sessions.

C. School Records

The official school records which have been compiled on each student are among the most important tools to be used in advising or counseling the student.

1. See Appendix E, page 38.

2. See page 6.

1. Use of Student Records

The Guidance Office is the repository of all school records with the exception of those concerning students who have been referred for attention to the Special Services Staff sometimes known as Child Study Team; their official records are usually housed in their own offices. However, copies of Special Services records concerning the student are also on file in the Guidance Office.

Cumulative folders are usually kept in the filing cabinets in each counselor's office. The counselors are responsible for the security of these files and for their general day-to-day maintenance. Each counselor has the folders on all the students assigned to him, by alphabetical listing.

As stated previously, advisors must inspect the cumulative folder of all students assigned to them to learn the background of each and to identify as early as possible any with serious psychological, social, physical or academic problems for referral to the counselor for action.

The cumulative folders contain such information as personal data on the individual student and his family including census facts as date of birth, place of residence, place of parental employment, etc. In addition, are a summary of the child's elementary school attendance record, the academic record, results of intelligence testing, personality ratings and comments by elementary school teachers, and copies of Special Services referrals, psychological reports, speech therapy reports, etc.

Also included are profile record cards listing the results of the Stanford Achievement Tests and providing scores from the tests administered in grades 3, 5, 6, and 7. These data provide the level of achievement for each child in word meaning, paragraph meaning, science and social studies, spelling, language, arithmetic computation and concepts. The scores are expressed in terms of grade equivalents and percentiles. If necessary, the advisor is urged to check the glossary of measurement terms, provided in the Teacher-Advisor Kits previously mentioned. Interpretive manuals are also available to the advisors on request.

Another important test which the advisor should examine is the California Achievement Test, which in Hazlet was first administered to the eighth graders during the 1973-1974 school year. The results of the test were used by the counselors in scheduling the eighth graders for their high school program for the coming year. Prior to this year, the Academic Promise Test was used for this purpose. The California test profile appears on a gummed label which has been attached to the back of the high school permanent record card. Copies of the *Individual Test Record-Home Report*, which provides interpretive descriptions of the test results, are also included in the Teacher-Advisor Kits and should be read before examining the results.

The high school permanent record card, a year to year account of the grades received in all courses carried in high school, is filed in Hazlet in a cabinet located in the main reception room of the guidance office. Their location should be easily accessible for constant use. In addition to the grades which appear on the front of each card, labels on the back contain the standardized test results of all testing done while the student remains in the high school. These include, in addition to the California results mentioned above, such items as reading scores, Otis Intelligence Tests and college board testing results.

Student health records, located in the Health Office, may be seen with the permission of the school nurse. They contain information on the health of each student compiled from kindergarten to date. If questions arise pertaining to student health problems, advisors should check these records and consult with the school nurse.

2. Confidentiality of Records

Advisors are cautioned to use student records with care to preserve confidentiality. No records should be taken out of the office without permission of the guidance director or the counselor, which will be given, only to authorized school personnel such as members of the administration or the special services staff. Records which are removed must be signed out on the orange "out" cards which are filed in the front of each record file cabinet.

In recent years the question of confidentiality and release of school records has become highly sensitive. The conflict between the public's right-to-know and the individual's right-to-privacy was baffling because of the absence of explicit state laws, regulations and policy statements and a paucity of legal precedents. Information thereon has been collected and published by such agencies as the Russell Sage Foundation, New Jersey Association of School Administrators and the New Jersey Department of Education. Copies of some of these published reports are on file in the Guidance Office and available upon request by the teacher-advisor.

This matter of pupil records and the right of inspection has been recently delineated in a set of rules and regulations adopted by the State Board of Education at its meeting of May 7, 1975.

In a letter to all Superintendents and Administrative Principals dated May 12, 1975, Commissioner Fred G. Burke advised the school districts throughout the state of the Board's adoption of these rules on pupil records stating that they replace 6: 3-1.3 of School Records in Title 6 of the New Jersey Administrative Code. A copy of these new rules under Title 6 are on file in the Guidance Office and are available to the project staff. All teacher-advisors are encouraged to read them.

New Jersey Statutes and the New Jersey Administrative Code list the requirements for the compulsory acquisition of pupil records and relate to attendance, academic achievement, physical condition and mental capacity. The necessity of acquiring any beyond those required must be carefully evaluated by local districts. For example, the Commissioner of Education has ruled on several occasions that records concerning pupil disciplinary matters should not be placed in a permanent pupil file. In addition, special tests which elicit a personality profile can be particularly troublesome. Teacher and counselor anecdotal records should probably not be included; but if they are, they should be entirely factual and not contain subjective judgment statements regarding students. Such additions to records or files should not be permanent but be disposed of as soon as possible without becoming a permanent part of the graduate's record.

It is, therefore, important that advisors, as well as all school personnel, exercise extreme care when adding any remarks or anecdotal comments to any student records including the conference record cards kept by each counselor and advisor.

3. Record Keeping

As outlined in the duties of advisors, an accurate recording of all contacts with students and parents must be kept on the conference record cards, and should include the date of the conference, who was present, what was discussed and what action was taken or suggested as a result of the conference. These comments should be kept brief. Abbreviations are acceptable if clear. Only the facts should be recorded, without judgment statements or words such as "bad" or "good" which might be construed as slanderous.

It is important to write comments as soon as possible after the conference since a time lapse will make it difficult to remember exactly what occurred after seeing several different pupils. Five months later it may be necessary to remember what was discussed in order to operate efficiently; or some other person, such as a parent or school administrator, may want to know at a later date the details of a specific conference.

To preserve the confidentiality of information gleaned from the study of records, advisors are cautioned to discuss them only with those professionals directly involved in a case. Nothing will alienate a student more, or destroy the rapport with an advisor sooner, than to discover that information concerning him has been revealed, even inadvertently, to persons outside the counseling situation. This applies also to unrecorded thoughts or information gained during a private confidential conference with a student. In certain cases where the physical or mental health of the student or other students may be jeopardized by keeping the information confidential the advisor should consult with the guidance director for advice. Generally speaking, however, anything that is revealed by the student in a private conference should be kept in confidence especially if he requests this.



Chapter VI
General Time Frame for Guidance Activities by
Teacher-Advisors



CHAPTER VI GENERAL TIME FRAME FOR GUIDANCE ACTIVITIES BY TEACHER-ADVISORS

The nature of guidance and pupil personnel services makes it difficult for advisors and counselors to adhere to a strict time schedule for the various activities that must be conducted. However, it is necessary to set general timelines throughout the year in order to accomplish the objectives of the program.

Within the first five or six weeks after school opens in September, the advisors contact all their students and devote themselves to the following tasks:

A. Initial Freshmen Interviews

After completing the one day workshop in August, each advisor should know which students have been assigned to his charge; should study the records of these students; and should thus acquire knowledge of the students' background.

In early September, the advisors should arrange appointments for interviews with their ninth grade students in small group sessions, where they introduce themselves and explain their function in the guidance program. They should also explain the different roles of the advisor and the counselor; indicate clearly how a student may obtain an appointment with either one; and stress that an appointment with the counselor should be reserved only for serious problems.

Since many students are shy and reluctant to talk, a good ice-breaker is to have them fill out a 5" x 8" conference index card which leads into the first conference. The cards, alphabetized and filed in the office of the advisor's counselor, should be used for every conference to record its results. A sample Student Conference Record Card is included below.

The following information should be printed on the card:

Last Name

First Name

Telephone No. _____

Career goal

Hobbies

Sample: Student Conference Record Card

[illegible]

Following the initial contacts with the students, other conferences should be scheduled for varying needs as described below.

B. Orientation Conferences

Advisors should inquire at these conferences about the students' adjustment to the high school. Do they know the location of the principal offices and departments? Are there any questions about school rules and procedures that have not been explained clearly in homeroom period? Do they understand attendance procedures and the regulations on absences? Are they familiar with the extra-curricular offerings available at the school?

To answer these questions the advisor could review with the students the student handbook they received at the opening of school. Since the school believes that students profit by participation in extra-curricular activities, the advisors should review the pertinent section of the handbook; encourage the students to join at least one activity; and stress the importance of this phase of their education.

Throughout these early conferences, advisors should be attentive to any problems the students may choose to discuss and try to identify pupils who seem to be experiencing serious difficulties. Such students should be referred to the regular counselor for attention.

From past experience, the guidance department expects that certain types of common problems develop for students during the opening weeks of school. A list of these problems follows with suggestions to the advisor on how to handle them.

1. Requests for Schedule Changes

Requests for schedule changes in the student's school program have increased in number over the last several years. The general rule is that no changes can be made *before* the first three weeks of school. Each case, however, must be judged on its individual merits. Some changes are perfectly justifiable.

- Justified:*
- a. Student's record indicates that he is in the wrong course of program. (Too easy — too difficult.)
 - b. Student is given the wrong course because of an error in scheduling.
 - c. Teacher requests moving student to a higher level of instruction. (Requires approval of department chairman.)
 - d. Student wants to drop a study and add a course.

- Not Justified:*
- a. Student doesn't like Mr. X and wants to be changed to Mr. Y's class. No change should be made unless there is an obvious and severe personality clash.
 - b. The course is not what the student thought it would be. Encourage the student to give it a fair try.
 - c. A change would take a student away from his area of specialization, e.g. he plans to enter college and wants to drop math or foreign language, etc.
 - d. No changes may be made in freshmen English classes.

2. Problems with Attendance

Problems with attendance occur frequently during the first weeks of school. Developing good attendance habits is an extremely critical area affecting the overall academic and personality growth of ninth grade students. Students should be shown that good attendance indicates not only proper self-discipline and self-pride but also a wholesome attitude toward school and responsibility.

Advisors should check the records from the elementary school for *previous* patterns of

attendance and should make it a practice to check the daily attendance sheet for *current* patterns of absenteeism.

If certain students are absent frequently, or for several days in succession, contact should be made with the attendance office to see if the absences are legitimate. If they are not, contact should be made as soon as possible with the student in person and with the parents by telephone. For students with a high rate of absenteeism, the advisor must make numerous contacts with the student and the home. To reduce absenteeism, the school feels the best plan is to initiate the freshmen student into good attendance habits.

3. Class Cutting and Disciplinary Problems

Class cutting and disciplinary problems crop up early in the school year. Surprisingly many of the new ninth graders cut classes. Contacts with other schools in the local area indicate this as a common problem in many schools today.

Class cut slips are sent by the teachers to the school disciplinarian who contacts the student to discuss the case and to mete out whatever punishment he deems necessary. Eventually, these cut slips are routed to the guidance office for information. The advisors are instructed to check these periodically and to set up interviews with the offending students, not to reprimand them or to moralize, but to seek out causes for the behavior with the constructive goal of improving such patterns of behavior. It is not the function of the advisors to dispense punishment; rather their attitude should be calm, accepting, and as genial as possible, to encourage the student to discuss his problem and arrive at the underlying causes.¹

This also applies to any disciplinary infraction. The goal of the advisor and the counselor is to assist the student with his problems, not to upbraid him.

Class cutting and discipline problems, exhibited by some students early in the year indicate more serious underlying problems and should be referred to the guidance counselor for evaluation and possible remediation.

In addition to the above-mentioned types of conferences, all of which should be conducted during the first five or six weeks of school, the advisors will probably have to handle many student-initiated conferences and should, therefore, be flexible, in anticipation of various problems arising on an emergency basis. Often planned week's activities and conferences must be postponed because of urgent problems that develop for certain students which must be dealt with immediately. Such frustrations in completing planned activities are sometimes difficult to avoid.

During the early contacts with their advisees the advisor should encourage students to initiate conferences on their own, stressing the fact that they are available to assist them on short notice during their assigned guidance periods. All students must recognize that the guidance office is completely open to them as a place where they may come when life becomes hectic and problems develop. In the high school setting where their daily lives are fragmented into individual course and activity segments, all of which make demands upon them, there must be a place available to which they can come to "put it all together again".

C. Conferences on Failure Notices

Sometime about the sixth week of school, which is approximately at the mid-point in the first 45 day marking period, classroom teachers send home to the parents warning notices on possible failures in course work.²

1st Marking Period Ends — Mid-November

2nd Marking Period Ends — End of January

3rd Marking Period Ends — Mid-April

4th Marking Period Ends — Mid-June

¹ See Appendix H, page 42, for sample cut slip

² See Appendix F, page 40

Copies of the teacher warning notices are sent to the guidance office where advisors should obtain them from the counselors and set up another series of appointments with each of the students so warned. These conferences should be around Mid-October.

Again, as with disciplinary conferences, advisors should indicate not displeasure with the student because of poor work, but rather an interest in offering assistance to the student if desired in determining the cause of the possible failure and its solution.

Suggestions:

In the conference, point out to the student possible reasons for the poor work and offer suggestions for improvement. Perhaps the teacher may be consulted for possible assistance after school hours; offer to speak with the teacher to arrange for such help. Inquire about the client's study habits and the amount of time spent on home study. Possibly work out with the student a home study time schedule. Prior to entering high school many ninth grade students have not had to be concerned about home preparation and thus may not realize the importance of this responsibility as students.

After checking achievement and academic aptitude test records, you may discover that the student is "over his head" in the course in question. The possibility of a change in program or level might be mentioned. If the student agrees, contact must be made with the teacher for his opinion. No change should be made without first getting parental permission on a change-of-program request sheet.

If the course in which the student is doing poorly appears to be adequate in level and difficulty, you could arrange a period in the Resource Room where he can receive supplemental assistance from either the Learning Disability Teacher Consultant or a Resource Teacher. Before this action is taken, the advisor should consult with the guidance counselor.

If your discussion reveals a serious learning, physical, or emotional problem in the student, you must refer him to the counselor as soon as possible.

When time permits, contacts with both the teacher of the course and the parents, by telephone, should be made to determine other factors which may shed light on the problem. There is a high correlation between absenteeism and class cutting and student failure. In such cases, you might encourage the parent to assist the school in the problem of attendance, tardiness, and class cutting. Knowledge by the student that the home and the school are in close contact, may deter him from such behavior in the future. The teacher should be made aware of the student's background and school achievement to provide individualized assistance in the classroom if possible. In dealing with the teachers, it is important that you present yourself as an assistant rather than a snooper or meddler.

The procedures and suggestions made for this contact at the mid-point in the first marking period should be used throughout the school year at each mid-point and end of marking period when the final report cards are issued. Hopefully, the efforts of the advisors can achieve one of the stated goals of the teacher-advisor program, to improve academic success and to reduce the failure rate by 20% over the previous year's freshmen class.

D. Conferences on Academic Progress

At the end of each marking period when report cards are sent home, carbon copies of the reports are made available to each advisor. Conferences should be scheduled again with *all* students, not just those who fail, to discuss the progress each has made at that point. Report cards will be issued to students on the following dates:

- End of November
- Early February
- End of April
- Close of School in June

It will not be necessary or possible to see students after the last marking period reports are issued, since school is then dismissed for the summer.

Advisors should review the report cards with their students, continuing their efforts with those who failed, praising and congratulating those who have done an adequate or superior job, and encouraging those who are borderline cases near failure to increase their efforts.

The approach with each student is determined by how each "stacks up": a superior student is only just passing or getting by with a minimum of effort and achievement; another is doing an excellent job considering his low academic aptitude; a third is struggling with a course that is too difficult but is barely passing. Give praise where it is due, encourage those who need it, and provide assistance to those who are failing. When possible contact should be made by telephone to congratulate parents for any outstanding academic or extra-curricular achievement on the part of their children.

E. Planning the Students Program of Studies

Starting with the first week in January, conferences are held with students to plan their program of studies for the following year. All students are given Subject Selection Forms upon which to indicate their courses.¹ Prior to making selections, large group sessions are conducted with each grade level in the lecture area of the high school auditorium to explain the courses available and their description.

It is the objective of the guidance department during the school year to provide individual assistance to each ninth grader in the planning and selection of a program of studies for the tenth grade. Individual interviews should be conducted by the advisors with all their ninth graders beginning early in the month of January.

When discussing the next year's program the student and advisor should look carefully at the quality of work and achievement during ninth grade, at the interests and abilities of the student, and at the educational and career goals that have been determined at that point in time.

To discuss intelligently possible programs of study with their students, advisors must have a thorough knowledge of the school's entire curricular offerings, the requirements for graduation, the number of credits needed, and the combinations of subjects necessary for college admission requirements. Although this particular area is covered in detail in several sessions of the in-service training program during the school year, advisors should be prepared in advance of that time for any questions raised by the students before January selections are made. Advisors should study carefully the *Program of Studies* booklets provided in the Teacher-Advisor Kits at the one day August workshop and should consult with the counselors for further information, if needed.

Careful planning and intelligent selection of course work will reduce the frustrations many students experience from poor planning and hastily selected subjects. The requests for schedule changes which crop up each fall at the opening of school have been growing in number over the last several years. In many cases, it is not possible to make changes once the schedule is set and school begins. This is often the cause of student failure, sometimes leading to class cutting and truancy.

The planning sessions may reveal that certain students are failing one or more required subjects and are so far behind that they will not be able to pass the course successfully at the end of the school year. While students should be encouraged not to abandon their efforts to succeed, it is important at this time to discuss the possible courses of action they might take should they indeed fail certain subjects in June.

They should be instructed that possibilities would be to attend the free summer school to make up their deficiencies, or to arrange their program of studies to allow room for adding to the schedule the subjects they might fail.

¹ See Appendix C, page 41

F. Career and Vocational Advisement

In early April advisors should begin career exploration activities with all ninth grade students. With today's rapid advance in technology and resulting change in job patterns, it is important that young people study occupations and career possibilities early in their school life. It is not recommended that they arrive at a firm conclusion as to their life's work, but at an early age they must learn how to find information on vocations and careers and make some assessments based on interest and abilities of what might be practical for them.

Available in the guidance office are many sources of information on jobs and careers. These include:

- Dictionary of Occupational Titles*
- Occupational Outlook Handbook*
- Chronicle Occupational Briefs*
- Encyclopedia of Careers*
- Getting A Job With A Future*
- Lovejoy's Vocational School Guide*

In addition, many pamphlets on the career racks describe hundreds of various jobs and careers. Information on careers is available on cassette tapes and may be used by advisors and students.

Students may be brought into the office in groups and shown where this information is stored and how to use it. Together the students and advisor should discuss interests, abilities, job descriptions, training needed and other factors involved in career exploration. The listing of professional books in guidance found in the outline of the teacher-advisor training program section of this manual, includes work on Occupational Information helpful to the advisors in this activity.¹



1. See Appendix D, page 37.

Chapter VII

Referrals to Special Services



CHAPTER VII REFERRALS TO SPECIAL SERVICES

Another important auxiliary service provided by the school district to assist the guidance department, classroom teacher, and students at the high school are resource personnel with special background and training who can work with students with special problems.

The Special Services department offices are usually located in the central administration building but the members of its staff devote several days each week at the high school working from the guidance department.

The resource personnel of the Special Services Department constitute the Child Study Team, a service team which under New Jersey Law must be provided by each school district in the state.

The Special Services staff of Hazlet Township District includes:

1. Two school psychologists.
2. One school social worker.
3. Two Learning Disabilities Teacher-Consultants.
4. Three Speech Correctionists.

In addition, a special education teacher on the staff at the high school teaches the Special Education class and provides supplemental instruction to other selected students who need such assistance. Students assigned to the special education class have been classified by the Child Study Team as mentally retarded educable and may be placed in such a program only after intensive evaluation by the Child Study Team.

Students identified as having serious handicaps in the area of learning disabilities, emotional or social maladjustment or physical handicaps can be referred for evaluation by the Special Services Staff. They will not only evaluate but also prescribe special programs of instruction, provide speech therapy, or counsel students.

All referrals to Special Services must be made through the guidance counselor and should be initiated only after careful consideration of the students needs, with every effort first made on the part of the regular teaching and guidance staffs to solve the problem.

A Special Services referral form must be completed and submitted to the guidance director, the school nurse and the high school principal for their completion and submission to the Special Services office.

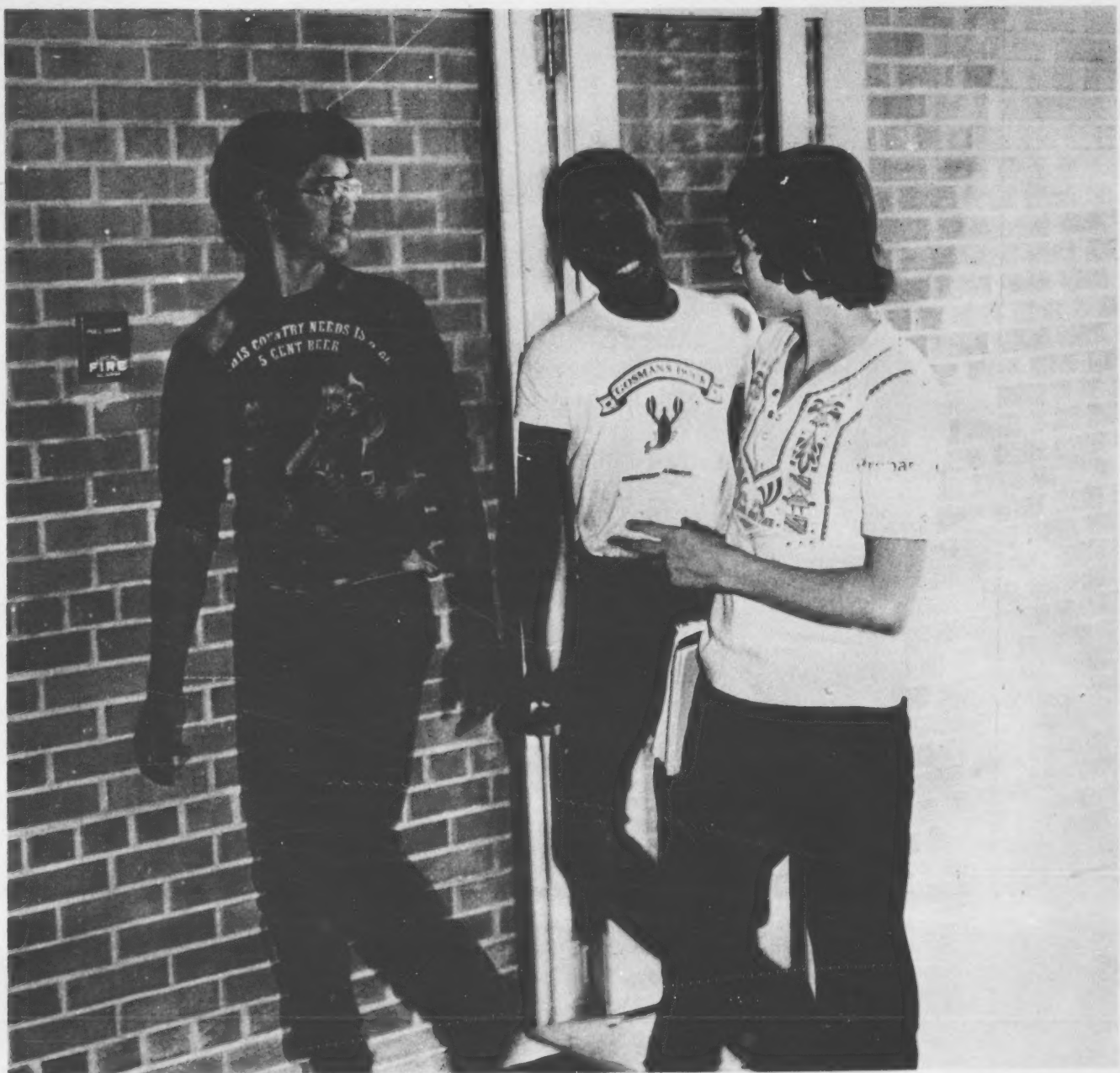
It must be stressed that the teacher-advisors, though encouraged to identify students with special problems, are not to refer anyone for evaluation without prior consultation with the guidance counselor, since the problem may be resolved without referral to Special Services. A sample copy of the referral form is included in the Teacher-Advisor Kit.

In addition to the resource services provided by the school district, many public and private agencies in the greater Monmouth County area assist students with special problems. Some of the agencies are:

1. New Jersey Rehabilitation Commission.
2. Family and Children's Service Organization.
3. New Jersey Association for Retarded Children.
4. Children's Psychiatric Center.
5. Narcotics Council of Monmouth County.
6. County Association for the Blind.

Many others are available to assist students with special problems or handicaps. A booklet entitled, *Director of Services, Health-Recreation-Welfare*, among the professional books in the Guidance Office, contains a complete listing of agencies with a description of the services rendered and the address and telephone number. Advisors should consult this booklet to become more familiar with the services available in the community to assist in their work. However, all problems of a serious nature should be referred to the counselor prior to initiating any action with such agencies.

Chapter VIII Launching the Program



CHAPTER VIII LAUNCHING THE PROGRAM

If the project is to meet its goals it is essential that program activities begin as soon as possible. Within a week after the opening of school all teacher-advisors should start scheduling their students for individual conferences to begin orientation.

After attending the all day in-service training session in August, reading the Teacher-Advisor Manual carefully and reviewing the materials used in office procedures, the advisors should be encouraged by the counselors to begin their work as soon as possible. Despite some natural reluctance to start on this new experience, they should be encouraged, for once they have begun they will swing naturally into the work of the department.

FINAL ADVICE FOR THE STAFF

Cooperation between the advisors and counselors is one of the key elements of a successful project. It is essential that the guidance counselors provide the direction and supervision needed for the advisors to function well from the very start. This they can do by meeting briefly, but daily, with their assigned advisors to assist them with their work.

The continuing In-Service training sessions held each week will also give the advisors opportunities to air their concerns and to gain the further insight they will need to continue successfully in the program.

Individual meetings with either the guidance counselors or the project directors are encouraged when the advisors feel the need of more detailed information or advice.

If at any time during the course of the year it appears that any of the Teacher-Advisors are unhappy serving in their new role, or if they express doubts concerning their ability to continue in such a situation and if the efforts of the counselors and directors to assist them with overcoming such feelings are fruitless, they should be allowed to withdraw and be replaced by someone else.

For some Teacher-Advisors the most common problem encountered is that some advisees are also their students in the classroom and the conflict in roles sometimes causes problems when they are required to become disciplinarians in the classroom setting. Generally, however, most of the Teacher-Advisors have found that their role as advisors has improved their understanding of student problems and thus made them better teachers.

Based on the experiences of those teachers who have been involved in the project at Raritan High School, a high degree of satisfaction can be expected by those who complete the years' cycle of activities successfully.

As of this writing, the Raritan High School project is completing its third year of operation with over 1,500 students served by 13 different teachers who have worked as advisors. Each year the complete cycle of activities, with certain modifications, has been repeated with a new ninth grade class. After the Freshman Year the students' guidance problems are handled directly by the regular guidance counselors, while the teacher-advisors pick up a new group of students.

The results of the evaluations at the end of each year have been most encouraging and have indicated that the goals and objectives have been attained or surpassed during each year of operation. Positive reactions from the students, parents, teaching staff, administrators, and the teacher-advisors themselves give testimony to the value of the project as a whole.

Working together as a team the teacher-advisors and guidance counselors can successfully accomplish their tasks and provide those vital guidance services to our young people who need them so desperately in today's world.

APPENDICES

Materials Included

The materials contained in the Appendices Section are samples of the kinds of things which will be extremely helpful to adopter districts in the replication of the Hazlet program.

The sample of the Teacher-Advisor office assignment schedule indicates how the time of the advisors can be spread out throughout a regular school day.

Also included are: a copy of a typical In-Service Training Program outline, which may be modified to suit the needs of a particular district; outlines of the job descriptions of the regular guidance staff; a bibliography of books for the use of advisors in professional improvement; and copies of some of the forms and notices used by the advisors in their daily work with students.

The forms used at Raritan High School are included here as examples of the types of forms which help facilitate the work of a typical guidance department, but adopting districts may substitute their own developed forms for use in their schools.

APPENDIX A

Example of Teacher-Advisor Schedule and Office Assignments

Counselor	Students	Teacher-Advisor	Period Assigned	
			Semester 1	Semester 2
Mr. J. Knittel	A - B	Mrs. Fiorentino	1	1
	C - Da	Mr. Znaiden	9	9
Mrs. A. Rabinowitz	De - Fi	Mr. Laslo	10	2
	Fi - Ha	Mrs. McLaughlin	1	1
Mr. R. Cutro	He - Ko	Mrs. Cianciulli	7-8	7-8
	Kr - Mc	Mr. Piccirillo	7-8	7-8
Mrs. J. Kelly	Me - Nu	Mr. Martin	9	10
	O - R	Mr. Smith		
Mr. R. Dudley	Sa - Ta	Miss Dilione	1st M.P.-1	3rd M.P.-5-6
			2nd M.P.-9	4th M.P.-10
			3	3
	Te - Z	Mr. Massam	1st M.P.-2	3rd M.P.-9
			2nd M.P.-10	4th M.P.-1

Period 1. 8:15 - 9:00
 2. 9:20 - 10:05
 3. 10:10 - 10:55
 4. 11:00 - 11:25

Period 5. 11:30 - 11:50
 6. 11:55 - 12:20
 7. 12:25 - 12:45

Period 8. 12:50 - 1:15
 9. 1:20 - 2:05
 10. 2:10 - 2:55

APPENDIX B

Outline of In-Service Training Program 1974-75

- August 27** Full Day Workshop
Mr. McDermott, Guidance Director - General orientation, receiving materials and study of permanent records.
- September 11** Mr. McDermott - Review of procedures, immediate duties, bugs in the schedule. Administer pre-evaluation questionnaire.
- September 18** Mr. Moran, High School Principal - Improving student attitudes, citizenship and preventing failures.
- September 25** Mr. McDermott - Problem centered discussion of early problems encountered. Seek joint solutions.
- October 2** Mr. Provence, Assistant Principal - Cooperative efforts with disciplinarian to reduce class cutting and behavior problems.
- October 9** Mr. Guadagno, Assistant Principal - The student in extra-curricular activities. How to encourage.
- October 16** Mr. Dudley, Guidance Counselor - Counseling theory and interview techniques.
- October 23** Mr. Veronsky, School Psychologist - The role of the school psychologist.
- October 30** Mr. McDermott - Review training to date, discuss any additional problems, evaluation.
- November 6** Mr. Frascatore, District Curriculum Coordinator - Eighth grade testing program and test interpretation.
- November 13** Mr. Cutro, Guidance Counselor - Career information and career counseling.
- December 4** Mr. Degnan and Mr. Kelly, Department Chairmen - Business and Industrial Arts Curricula.
- December 11** Mr. Kuc, Department Chairman - English Curriculum on video tape.
- January 8** Mr. Riley and Mr. Fernstrom, Department Chairmen - Mathematics and Science Curricula.
- January 9** Mr. Soden, Vocational School Counselor - Programs at the County Vocational Schools.
- January 15** Mr. Oxley and Mrs. Malmquist, Department Chairpersons - Social Studies and Home Economics Curricula.
- January 22** Mr. Cane and Mr. Dudick, Department Chairmen - Foreign Language and Fine Arts Curricula.
- February 12** Mr. Policastro, Chairman Special Services - Referrals to the Special Services Staff.
- March 5** Mr. McDermott - Review of training program, evaluation.
- March 19** Mrs. Kelly, Guidance Counselor - Educational Advisement, materials available in office for study.
- April 9** Mrs. Rabinowitz, Guidance Counselor - The testing program at the high school.
- April 30** Mr. Knittel, Guidance Counselor - The Ethics of the Guidance Profession.
- May 14** Review of training and final evaluation questionnaire. Discussion - the entire guidance and project staffs.

APPENDIX C

GUIDANCE STAFF JOB DESCRIPTIONS

Guidance Counselor Raritan High School

I. Statement of Purpose

In keeping with the Hazlet Township Philosophy of Education which suggests that the student be permitted to progress as far as possible, limited only by his own abilities, the Counselor at Raritan High School should be involved in helping the individual student to develop the decision-making ability which will enable him to make appropriate choices concerning educational and vocational plans and personal relationships.

The counselor will participate in direct contact with students, parents, teachers and the community, and in supportive activities such as compilation of information, referrals, etc.

In order to provide the greatest possible variety of meaningful services, the counselor will use both school and nonschool resources. He will be available for conferences with the individual students whenever the need arises as well as for periodic routine meetings during the year.

II. The Role of the Counselor (General overview)

The work of the Guidance Counselor involves five broad areas. The first concerns working with the individual student's personal needs and problems. This may include academic adjustment and progress, social adjustment and future educational and vocational planning.

The second area is group counseling which is related to guidance purposes and informal contacts.

The third area is consultation with teachers, parents, officials, staff members and community representatives on matters concerning the guidance program. This may be accomplished individually or in groups.

Fourth is the coordination of data, record keeping and other clerical procedures pertaining to guidance.

Finally, planning of appropriate procedures and programs to implement the guidance role will be undertaken.

III. Role of the Counselor (Specific)

1. Review and evaluate data on individual pupils.
2. Interpret material to pupil, parents, teachers.
3. Assist student to evaluate his abilities, attitudes, etc. in relation to his academic progress, personal relationships and future plans.
4. Confer with teachers and parents about special problems of the pupil.
5. Keep cumulative record folder for each student.
6. Keep conference card on each pupil contact.
7. Counsel individual students on special needs or problems.
8. Conduct group guidance meetings when the need arises.
9. Meet with teachers and individual students to resolve academic or personal problems between them.
10. Make teachers aware of any information which will enable them to provide a better classroom learning situation for the student.

11. Participate in case conferences between counselor, members of the special services team and administration.
12. Serve as liaison between home and school and between school and community when necessary.
13. Prepare reports on students at request of administration or special services.
14. Prepare referrals to special services.
15. Accompany groups of students on Guidance-related trips to colleges, career days, etc.
16. Meet with college representatives who visit the school and then disseminate information to other counselors and students.
17. Assist at night orientation meetings with parents on topics such as college planning.
18. Meet with students on subject selection.
19. Make schedule changes whenever necessary.
20. Administer certain standardized tests.
21. Administer some individual tests (e.g. Kuder Preference)
22. Assist students in finding employment when possible.
23. Assist students in college selection and other types of training.
24. Write letters of recommendation for college and employment.
25. Work with drop-outs on High School Equivalency Exams.
26. Help graduates with questions of college admissions or college transfers.
27. Arrange for home instruction for those students who may not be able to attend regular classes.

IV. Additional Responsibilities

The Counselor is required to participate in several areas involved in eighth graders in the Hazlet Elementary Schools who will enter the High School in September. These are:

1. An evening presentation to the eighth grade parents, of information about programs available in the high school.
2. Administering the Academic Promise Test to all eighth graders at their individual schools.
3. Individual interviews with the eighth grade students and their parents to discuss and select their high school program of studies.
4. Phone or personal contacts with students or parents for further clarification or changes of the programs for ninth grade (if necessary.)

Finally, to insure smooth operation of the high school, when needed the Counselor may be called upon to proctor final exams, cover classes, assist at graduation, patrol halls, etc.

Duties of Secretary to Guidance Director

1. Supervise and be responsible for all clerical work done in the Guidance Office.
2. Handle all dictation and correspondence for Guidance Director.
3. Keep a daily record of what is being done in the Guidance Office, so that at any time information will be available for reports, conferences, etc.
4. Keep a tickler file (sectioned off for each day of the month) as a reminder of reports that must be done, failure notices due, marking periods ending, visitors expected, etc.
5. Maintain daily an accurate list of students enrolled in school, assign homerooms and student numbers, and keep lists of students entering and leaving.
6. Open all mail and disburse it to the Guidance Director and Counselors.
7. Make sure college representatives and other visitors are welcomed and that they meet with the proper person.

8. Establish a place for teachers and/or students to drop forms to be returned to Guidance Office. Collect them and give to receptionist or clerk-typist for further work.
9. Receive from students all requests for transcripts, college admission forms, checks, and scholarship requests and keep accurate records of when and where these are sent. Meticulously prepare these transcripts under the advice and guidance of the counselors and guidance director.
10. Maintain a record of all college acceptances and scholarship awards.
11. Keep a record of students on home instruction, notify superintendent's office, and handle necessary teacher's vouchers for payment.
12. Prepare all notices to teachers from Guidance Director.
13. Maintain Guidance Office data file.
14. Handle graduates' transcripts who are entering college for the first time or transferring.
15. Prepare references for Raritan High graduates.
16. See to it that the proper forms are prepared and duplicated as they are needed throughout the school year.
17. Supervise the students who are assigned to the Guidance Office in whatever duties are delegated to them.

Duties of Guidance Office Receptionist

1. Receive all students and visitors.
 Students - Issue passes to students for student-counselor meetings. Keep a daily student-counselor appointment record.
 Visitors - Notify guidance counselors by phone if visitor is waiting. Notify guidance secretary if caller is to see Mr. McDermott, if he is a college representative, or if counselors are unavailable.
2. Answer phone and direct call to proper person.
3. Handle necessary correspondence for counselors, including probation letters. Make copy for student folder and keep record of all letters sent.
4. Take care of working papers for students.
5. Register students for Selective Service.
6. Type stencils as assigned by Guidance Secretary and return to her.
7. Alphabetize, check, or in general, work with report cards or IBM cards as necessary. Also work on questionnaires, student schedules, etc.
8. See that there is available a supply of the following forms for students:
 Announcements
 Working Papers
 Registration materials for each grade.
 Selective Service
 Change of Programs
 Transcript Requests
 Booklets - CEEB, ACT, Parents Confidential Statement
9. Proofread work with guidance secretary and clerk-typist.
10. Alphabetize failure notices.
11. Keep necessary forms available for registration of new students. Give them forms to fill out, notify counselor that they will need scheduling, have team report to secretary for enrollment, number, homeroom, and then seat them to await counselor.
12. Collect money for NEDT, NMSQT, PSAT, etc.
13. Type all student loan letters and driver ed letters. Keep record of students receiving them.
14. Additional work when necessary assigned by Guidance Secretary or Guidance Director.

Duties of Guidance Office Clerk-Typist

1. Handle all work that has to do with student records. Maintain the student records in the files in such a way that they will be up-to-date and readily accessible to administrators and counselors. This includes work on graduate, dropout, transfer, and new students as well as regularly enrolled students.
2. Type all permanent record cards, transfer cards, withdrawal forms, incoming student grades forms, schedules when necessary.
3. Prepare eligibility lists each season for the NJSIAA of all students eligible to participate in varsity and junior varsity athletic activities. Also prepare freshmen lists. Notify guidance director of those ineligible.
4. Send transcripts to other schools to which undergraduate Raritan students have transferred. Request transcripts from other schools for incoming students, and notify teachers of grades. Keep transfer-dropout booklet.
5. Mail failure notices to parents and file progress reports.
6. Run off all stencils prepared by guidance office and keep them in mimeograph file properly labeled.
7. Workroom - See that machines are supplied with paper or that supply is readily available for teacher use. Be familiar with the uses of machines in workroom and how to refill and run them. Assist professional staff in uses of machines.
8. Turn in to guidance secretary a copy of all completed work for permanent file (two copies of specific items) and all assignments when finished.
9. Photocopy all transcripts to college and return to guidance secretary daily.
10. Refile all permanent record cards and report cards used for transcripts daily.
11. Keep available for your own use withdrawal forms, transfer cards, schedule cards, grades for incoming students, etc. Keep track of withdrawal forms to see that they are completed and filed.
12. Photocopy all psychological referrals for counselor file, send original to special services, keep a list of names of students referred. (Principal's signature must be on each.)
13. Prepare diploma list.
14. Send transportation changes to Director of Transportation each month. Prepare list of students who have left each month.
15. Take over receptionist's desk during lunch, break, and at other times specified by Guidance Director.
16. Additional work as it becomes necessary assigned by Guidance Director or Guidance Secretary.

APPENDIX D

Bibliography of Books in Guidance and Pupil Personnel

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Horrocks, John E. *Assessment of Behavior*. Columbus, Ohio: Charles E. Merrill, Inc., 1964.

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Sprinthall, Norman A. "The 65th Yearbook of the National Society for the Study of Education - Part II" - *Guidance and the Pupil*. Chicago: University of Chicago Press, 1966.

Strang, Ruth *Counseling Techniques in College and Secondary School*. New York: Harper & Brothers, 1949.

Williamson, E. G. *Counseling Adolescents*. New York: McGraw Hill Book Co., 1950.

Sample: Advisor Appointment Sheet

Advisor _____ Period _____ Week of _____

[illegible]

Period 8. 12:50 - 1:15
9. 1:20 - 2:05
10. 2:10 - 2:55

APPENDIX E-2

Sample: Counselor Appointment Sheet

Counselor _____ Date _____

Student Appointments

Pr.	Time	Student's Name	Homeroom	Code	Grade	Pass Sent
	8:30					
1.	8:45					
	9:00					
2.	9:20					
	9:35					
	9:50					
3.	10:10					
	10:30					
	10:45					
4.	11:00					
5.	11:30					
6.	11:55					
7.	12:25					
8.	12:50					
	1:00					
	1:20					
9.	1:35					
	1:50					
10.	2:10					
	2:30					

APPENDIX F

Sample: Student Failure Notice

Progress Report

Date

Student's Name _____ Grade _____ Subject _____

Dear Parent,

Your son or daughter is having difficulty in the subject named above and is in danger of failing this marking period. The possible reasons for his or her limited progress are indicated below:

- | | |
|--|---|
| ☐ Poorly prepared lessons | ☐ Fails to profit by constructive criticism |
| ☐ Inattention in class | ☐ Lacks respect for rights of others |
| ☐ Failure to hand in written work on time | ☐ Exhibits extreme lack of good manners |
| ☐ Failure in tests | ☐ Seems indifferent or lazy |
| ☐ Work not made up after absence | ☐ Does not cooperate with others |
| ☐ Failure to come for help | ☐ Is often out of order, talks in class, annoys others |
| ☐ Is led too easily by others | ☐ Frequently comes to class without books, pencils, etc. |
| ☐ Poor class attitude | |
| ☐ Irregular attendance | |

In order to improve his or her work, it is suggested that he or she:

- ☐ See me for extra help
- ☐ Complete previous homework assignments
- ☐ Make up quiz(zes) or test(s) missed
- ☐ Spend more time on home study

Other Comments:

If you have any questions, please feel free to contact me at school. (264-8400)

Sincerely,

Subject Teacher

APPENDIX G

Sample: Student Subject Selection Sheet

Registration - Grade 10 - 1976-77

Name _____ Homeroom _____

Please circle the subjects you desire for the 1976-77 school year.

XXX888 Lunch	ALG301 Algebra 1 Imp	BKG601 Bookkeeping 1
PED820 Phys Ed 2	ALG302 Algebra 2 Imp	REC609 Recordkeeping
DEN129 Develop Eng 10	CPM321 C P Math 1 Alg	CON613 Consumer Ed
ENG280 English Skills	CPM322 C P Math 2 Alg	STE621 Stenography 1
LIT280 Intro to Lit	GMA331 Gen Math 1	TYP641 Typing 1
ITL221 Italian 1	MTH606 Business Math	PTY643 Personal Typing*
ITL222 Italian 2	AER410 Aero Space Sc**	PTL644 Pers Typ Lab**
FRN201 French 1	LBI411 Lab Biology x	SAL612 Salesmanship
FRN202 French 2	GBI412 Gen Biology	IAR651 Industr Arts 1
FRC205 Convers French	GBR419 Gen Biology R	IAR652 Industr Arts 2
GER211 German 1	WHS501 World History	DWG661 Mech Draw 1
GER212 German 2	WHR529 World Hist 2R	DWG662 Mech Draw 2
SPA241 Spanish 1A	MHS502 Modern Wld Hist	HEC671 Home Economics 1
SPB251 Spanish 1B	GEO510 Wld Geography	HEC672 Home Economics 2
SPA242 Spanish 2A	LAH552 Latin Am Hist*	REC682 Home Ec 2 w Lab**
SPB252 Spanish 2B	CUL553 Asian Culture*	ART701 Art 1
SPC241 Convers Spanish	CIT511 Citizenship*	ART702 Art 2
		ARL712 Art 2 w Lab*
		BNC731 Conc Band w Lab**
		BNS732 Sym Band w Lab**
		BNC734 Concert Band
		BNS735 Symphonic Band
		MAP736 Music Apprec
		CHO741 Chorus 1
		CHO742 Chorus 2
		CHL734 Chorus 2 w Lab**
		MTH731 Music Theory 1
		MTH732 Music Theory 2

Credits:

*One Semester - 2½

Full Year - 5

**3 Periods Per Week - 3

x7 Periods Per Week - 7

Parents desiring a conference with their son or daughter's counselor may call the Guidance Office at 264-8400.

Do you wish a conference with your counselor? ☐ Yes ☐ No

Student's Signature

Parent's Signature

APPENDIX H

Sample: Student Class Cut Slip

Cut Slip			
(For Subject and Study Hall Teachers Use)			
H.R. _____		Pupil's Name _____	
Pupil's Name _____		Date _____	
Date _____		Subject _____	Teacher's Name _____
Period Room _____		Subject _____	
For Office Use only:			
1		5	
2		6	
3		7	
4		8	
Give additional data on opposite side			
		cut _____	
		absent _____	
		excused _____	
		other reason _____	

After the disciplinarian has seen the offending student appropriate notations are made on the right half of the slip explaining the reasons for cut and the action taken; the slip is torn in half; the right half given to the teacher involved; and the left half is sent to the guidance counselor for follow-up.



A Resource Manual And Replication Guide For School Administrators

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Administrator's Guide

Teacher-Advisors in a Ninth Grade Guidance Program

A Project Of Raritan High School



ED143948

CG 011735

An Administrator's Guide

**A Resource Manual and Replication Guide
For
School Administrators**

**Teacher-Advisors
In a Ninth Grade Guidance Program**

**A Project of
Raritan High School**

**January 1977
Hazlet Township Public School District
Hazlet, New Jersey**

Dr. Fred G. Burke
Commissioner of Education
State of New Jersey

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COMMISSIONER'S ENDORSEMENT

On behalf of the Department of Education, State of New Jersey, I wish to bring to the attention of educators throughout the nation the Teacher-Advisors In A Ninth Grade Guidance Program. By providing intensive guidance services through trained Teacher-Advisors to all ninth grade students upon their entry into high school, the program has made a significant contribution to the education of students, especially in schools deficient in guidance counselors.

Fred G. Burke

Fred G. Burke
Commissioner of Education
State of New Jersey



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The Teacher-Advisors In A Ninth Grade Guidance Program was developed through the cooperative efforts of the guidance staff, the school administration and the board of education at Raritan High School, Hazlet, New Jersey. With a one-year grant award (1974-75) by the Office of Program Development, Division of Research, Planning and Evaluation, New Jersey Department of Education, funded by the Elementary and Secondary Education Act, Title III, preparations were made for validation and development of materials.

In September 1975, the program was validated as successful, cost-effective and exportable by the standards and guidelines of the United States Office of Education. As a result, the program is now funded through ESEA, Title III-IVC as a demonstration site to provide dissemination materials and services to interested educators.

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This manual was prepared by Robert T. Dudley, Co-Director, with the cooperation of William P. McDermott, Project Co-Director.

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Hazlet Township School District
Hazlet, New Jersey

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GUIDANCE STAFF

William P. McDermott, *Director of Guidance*

COUNSELORS

Ralph Cutro
Robert Dudley
Jeanne Kelly
Joseph Knittel
Audrey Rabinowitz

PROJECT STAFF TEACHER-ADVISORS

Virginia Daly
Donna Cianiulli
Jeanne Fiorentino
Donna Laslo
John Massam

Myrna McLaughlin
Richard Piccirillo
Anthony Pomponio
John Poulos
Steven Znaiden



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Preface

The Teacher-Advisors In A Ninth Grade Guidance Program, developed at Raritan High School, is a guidance oriented project which utilizes the regular teachers as adjunct part-time advisors in the Guidance Department, in order to meet the special needs of ninth grade students. These advisors work under the direct supervision and control of the professional guidance counselors.

Providing adequate and timely guidance services to all students in the public schools of the United States has been a major concern throughout the nation over the last two decades, as witnessed by the millions of dollars invested by the Federal Government in NEA Title V and ESEA Title III programs.

More so now than ever before in our nation's history there is an urgent need for increasing and improving counseling and guidance services for our young people in today's modern, technology oriented and complex society.

Educators and laymen alike are convinced that proper guidance is needed by young people especially at the beginning stages of each of their educational experiences to insure a sound beginning and to develop quickly proper attitudes towards their studies, attendance, and citizenship at school. For lack of such direction, problems often develop resulting in failure in schoolwork, poor attendance (with possibility of "dropping out") and difficulties in the social sphere.

In some schools, the lack of sufficient professional guidance counselors, causing a high student/counselor ratio, often precludes the provision of those timely services to the student body.

Serving the students from seven elementary schools in the Hazlet Township School District at Hazlet, New Jersey, Raritan High School is located in a progressive, suburban, residential, middle-class community with a population of 23,000, about 40 miles from the metropolitan area of Northern New Jersey and New York City.

Enrollment at the high school over the last five years has averaged somewhere between 1950 and 2000 students of which 500 have been ninth graders. Five professional guidance counselors have served these students, with each counselor responsible for some 400 students each year, a considerably heavy load. As a result, counselors could not devote as much time to the freshmen students as to the upper classmen whose problems often appear more urgent. Thus, freshmen were often deprived of the adequate and timely guidance program which the school felt was necessary, during a critical period of their school life.

A study conducted by the Guidance Department in the spring of 1973 determined that most freshmen were seen on an average of only once during the year by their counselors. In a questionnaire survey conducted at the same time, ninth grade students indicated that they were often forced to wait a considerable length of time to obtain an appointment at their request.

In addition, school records of the same 1972-73 school year revealed a high rate of absenteeism and failures among ninth graders and no participation in extra-curricular activities by almost half the class. Concern was also felt because the students were not being seen in individual conferences to plan their course selections for the following year.

The Guidance Department and the school administration concluded that this lack of adequate guidance services might be partially responsible for the poor orientation of the students indicated by the high absenteeism, the high failure rate and the lack of interest in the life of the school.

The ideal solution of adding several counselors to the guidance staff was not possible or financially prudent at the time for the district.

To solve this problem an alternate plan was developed through the cooperative efforts of the Board of Education, the superintendent, the high school administration and the guidance department staff—the Teacher-Advisor Guidance Program. The project was further developed during the summer of 1974 after the first year of its operation with the assistance of the Office of Program Development, Division of Research, Planning and Evaluation/Field Service, the Department of Education, State of New Jersey and funding from ESEA Title III.

Under the program, ten classroom teachers were selected as teacher-advisors to work under the direction of the five regular counselors, two advisors to each, with 50 students to each advisor. They were trained in in-service workshops before the start of the school, with weekly follow-up training for the first three months of school, and bi-monthly sessions thereafter.

The teacher-advisors work for one class period daily in the guidance office in addition to their regular five teaching assignments. When possible, they are relieved of all other non-teaching duties such as hall patrol and cafeteria duty. During the year's in-service training period the teachers received a stipend of \$300 as compensation for the time spent after school attending the training sessions.

Working closely with their assigned counselors, the advisors met with their freshmen early in the school year and periodically throughout the entire year to make the students feel secure in the new high school environment; to develop in them good attendance habits; and to assist them with course scheduling. Students who appeared to have serious problems were referred to the regular counselor.

Summary

The project aims to provide adequate guidance services to all ninth grade students upon their entry into high school and throughout that crucial first year. Its purpose is to facilitate their adjustment to high school in the areas of study habits, attendance, and participation in extra-curricular activities. It overcomes the guidance problems inherent in a large, comprehensive high school where the number of counselors is inadequate for the heavy load.

Its specific measurable goals are to reduce the failure rate among freshmen by 20%; to reduce the absenteeism by 5%; to increase student participation in activities by 20%; to increase individualized counseling for course scheduling to 100%; and to increase the number of regularly scheduled contacts with each student from 1 to 3 or more each year.

In its first two full years of operation the program has been highly successful in meeting not only our needs at the school but also our established goals. It has involved over 1500 students and 13 different teachers as advisors. The yearly cycle of activities has been completed with three different classes and is now in its fourth year with another ninth grade class.

For all goal indicators, with one exception the first year only, the levels established for the objectives were met or exceeded for both of the first two years. The exception is the absenteeism indicator, in that the level of absenteeism was contained at the previous level after the first year of operation, but after the second year the goal of a 5% reduction was achieved.

Positive opinions of the program's worth have been expressed by all persons involved with the program, including students, parents, teachers, administrators, counselors, and the Board of Education.

The counselors, relieved of the routine duties with freshmen students, have gained more time to devote to those students with more serious problems demanding their attention. Their counseling load has been reduced by one-quarter.

Even if the objectives in terms of the gains noted had not been achieved the program has had a definite effect on the morale and well-being of our students, faculty and school administration and has contributed positively to the overall instructional program at the school.

The plan can be effectively implemented, and with counselor direction, could successfully alleviate this common problem in education at similar types of schools.

This manual is one of two which have been developed to assist in the replication or adoption of the project by other districts. The other is entitled: *Teacher-Advisor Guidance Manual*. Both were planned and developed by the project staff with the assistance of the New Jersey Department of Education staff and with Title III-IV (C) ESEA funding and are available at cost from the project co-directors.

While it is strongly recommended that interested parties visit Raritan High School to observe the program in action, the manuals should be self-explanatory and sufficient to adopt or adapt the program.

Visitations to the school can be arranged by contacting the project co-directors; and orientation and training programs can be conducted at adopter schools, if so desired.

Acknowledgements

The manual, *An Administrator's Guide*, has been designed for the project, Teacher-Advisors In A Ninth Grade Guidance Program, developed by the Guidance Department and the Project Co-Directors at the Hazlet Township Public School District's Raritan High School in Hazlet, New Jersey.

Appreciation is expressed to the Hazlet Township Board of Education; Mr. Roman Cabrera, Superintendent of Schools; Mr. Leo W. Moran, High School Principal; Mr. William P. McDermott, Guidance Director; the teachers, students and parents for their cooperation, understanding and commitment to the development, institution, and success of the project.

A special acknowledgement of thanks is extended to the school's guidance counselors Ralph Cutro, Robert T. Dudley, Jeanne Kelly, Audrey L. Rabinowitz and Joseph W. Knittel for the time and effort they devoted to the planning, development, and operation of the project over the last three years. Their contribution to the training and supervision of the teachers assigned to the project staff has been responsible for a major portion of any success the program has attained.

To Assistant Principals, Ralph Guadagno and Andrew Provence, who were so generous in the support they gave to the in-service training program for the Teacher-Advisors, gratitude is greatly expressed.

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To the Department Chairpersons of the various disciplines; John Cane, Foreign Languages; Gerald Degnan, Business; Michael Dudick, Fine Arts; John Fernstrom, Science; Leroy Kelly, Industrial Arts; Thomas Kuc, English; Laura Malmquist, Home Economics; Joseph Oxley, Social Studies and Floyd Riley, Mathematics, appreciation is given for their cooperation in sharing their teachers and for their participation in the In-Service Training Program.

For their enthusiasm, devotion and conscientious performance in the program deep thanks are given to the Teacher-Advisors assigned to the project staff; Ann Dilione, Donna Cinanciulli, Jeanne Fiorentino, Donna Laslo, Joseph Martin, John Massam, Myrna McLaughlin, Richard Piccirillo, Robert Smith, and Steven Znaiden. A thank you is also given to Virginia Daly, Peggy Hunt, and John Poulos who served as Freshmen Advisors in the earlier stages of the project's life.

For their contributions to the In-Service Training Program thanks are due to Newton Policastro, Director of Special Services; Robert Veronsky, School Psychologist and John Frascatore, District Curriculum Coordinator.

Appreciation is also expressed for the assistance given to the project staff by the secretarial staff of the Guidance Department; Marie Purdue, Patricia Johnson, Elizabeth Donovan and Helen Schwartz. For their fine work during the school year and during summer vacation periods we are grateful to our student clerks Susan Stack, Yvonne Draijer, and Catherine Allocco.

The project staff would like to extend gratitude to the staff of the office of Program Development, New Jersey Department of Education for their assistance in the development of our project materials, especially to Dr. Evelyn Ogden and Charles Wilson. Our thanks to Dr. Lillian White-Stevens for her professional expertise in editing this manual.



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Introduction

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This manual has been prepared for the use of school administrators who will be responsible for the introduction, implementation, maintenance, monitoring and evaluation of the Raritan High School project, Teacher-Advisors In A Ninth Grade Guidance Program, at their own school.

The project is directed to the school district which feels that it is not possible or financially prudent at present to increase the number of professional guidance counselors on staff.

By utilizing the services of the professional teaching staff as Teacher-Advisors, working part-time in the guidance department under the direction of the professional counselors, The Raritan High School project not only relieves the counselors of routine type conferences with the ninth grade students thereby enabling them to devote time to those serious cases in need of intensive counseling, but also provides quick and adequate advisory coverage of student needs early in the school year.

The manual serves as a guide to the school administrator from the initial stage of introducing the Teacher-Advisor concept through the planning, staffing, training, monitoring and final evaluation of the project's accomplishments.

It describes step-by-step the strategies and methods necessary to replicate successfully the Raritan High project. It includes an overall description of the program, explains its educational significance, outlines the importance of the school administrator in its implementation, lists the observable goals, details the district wide orientation of the project's viability, explains the role of the guidance counselors and the guidance director, recommends the logical choice of a director, provides a training program for the teachers assigned to the project staff, outlines the qualifications recommended for teachers and how to select them for the program, describes the physical facilities and materials needed, lays out the cost estimates and details specific procedures necessary in the installation, monitoring and evaluation of the project.

It reviews some of the problems which might be encountered along the way, explains how to solve them, and generally presents a "how to" approach which the administrator may use to replicate the project successfully.



PART I

The Teacher-Advisor Guidance Program



Chapter I

General Description of the Teacher-Advisor Guidance Program

The project aims to provide adequate guidance services to all ninth grade students upon their entry to the secondary school level and throughout that crucial first year, to assist them with their adjustment.

Through the efforts of the Teacher-Advisors, students are encouraged to develop good study and attendance habits and to participate in the life of the school through its extra-curricular activities programs.

The program is directed to those high schools where the pupil-counselor ratio is so high that segments of the student body are neglected and deprived of services they need at crucial times in their educational lives. At many high schools, the ninth graders are the most neglected of the students.

Raritan High School has had an average student population of approximately 2,000 students over the past several years with five full-time professional guidance counselors on staff. Thus, the student-counselor ratio has been 400 to 1, a considerably heavy load, with the result that the counselor's time is limited, with more time expended on the upper classmen whose problems seem more urgent than those of freshmen students. This is especially true of seniors who are in the midst of planning for college, filing school applications, and making career decisions.

The program provides for the selection and assignment of ten classroom teachers to work as teacher-advisors under the direction and supervision of the guidance counselors, two advisors to each, with 50 freshmen students to each advisor.

The teacher-advisors are assigned to work in the guidance office one full period each day in addition to their regular load of five teaching assignments and are relieved of all non-teaching assignments such as study hall duty, hall monitoring or cafeteria duty.

Following a full-day orientation session conducted during the last week in August, the teacher-advisors begin their duties in the Guidance Department immediately after the opening of school. For orientation purposes ninth grade students are scheduled for individual interviews with the advisors during the first week of school and, thereafter, on a periodic basis throughout the entire school year for educational planning and problems.

Working under the direct supervision of the counselor to whom they have been assigned, the teacher-advisors are expected to consult with them frequently concerning their work and to refer to them for action all students who appear to have problems of a serious nature.

The teacher-advisors are expected to familiarize themselves with the educational, social and emotional background of each of their advisees by inspecting carefully the contents of student cumulative folders.

In addition, their overall responsibilities include: helping students adjust to the new school environment; keeping a check on attendance, tardiness and class cutting; assisting students who are experiencing difficulties with their school work; helping them select a program of studies for the next school year; and encouraging them to take an active part

in the extra-curricular programs available at the school.

The program does not supplant the guidance counselor by the advisor, nor does the advisor assume full responsibility for the successful passage of the ninth grade student through the school's guidance program. The advisors are adjunct persons serving in the guidance department under the direct supervision of the guidance counselor; much in the role of para-professional, teacher-aides in the regular classroom setting, with the difference that the teacher-advisor is a fully certified, graduate, professional classroom teacher.

Although the advisor relieves the counselor of the major load of routine conferences with the ninth grade students, the guidance counselor bears the ultimate responsibility for the guidance work with each student. Thus the counselor and advisor must work in close cooperation regarding each individual student.

An important outcome of the program is that the counselors, relieved of routine conferences, are provided additional time for intensive counseling with those students with serious problems beyond the scope or expertise of the teacher-advisor. When the program works, as it should, it reduces the guidance counselor load by one-quarter.

As of this writing, the Raritan High School Teacher-Advisor Project is completing its third year of operation with over 1,500 students served by 13 different teachers who have worked as advisors.

Each year the complete cycle of activities, with certain modifications, has been repeated with a new ninth grade class. After the Freshmen Year, the students' guidance problems are handled directly by the regular guidance counselors and the teacher-advisors pick up a new group of ninth grade students.

At the conclusion of each year's cycle, an in-depth evaluation of the program is conducted by the project co-directors with the assistance of the guidance counselors. The results of the evaluations for the first two years have been encouraging in indicating that the goals and objectives have been attained or surpassed during each year of operation. A full description of the evaluation design is included in a later section of this manual.

Positive reactions from the students, parents, teachers, administrative staff and the teacher-advisors themselves give testimony to the value of the project.

More ninth grade students have been seen in individual interviews more often than ever before for assistance with problems of adjustment, and the counselors with pressure removed, have more time to devote to counseling those students who need it most.

Even if the goals and objectives had not been attained each year in terms of specific measurable gains, the program has had a definite and positive effect on the morale and well-being of our students, faculty and administration, and has contributed positively to the overall instructional program at the school.

For schools of similar type, the plan can be effectively implemented and, with the control factor of counselor direction, can be successful in alleviating this common problem in education.

Chapter II

The Need for Such a Program — Educational Significance

Providing adequate and timely guidance services to all students in the public schools of the United States has been a major concern throughout the nation over the last two decades. Programs developed to provide such services have been given top priority by the government as indicated by the millions of dollars invested by the Federal Government in NDEA Title V and ESEA Title III-IV C Programs over the years.

More so now than ever before in our nation's history there is an urgent need for increasing and improving counseling and guidance services for young people in today's modern, technology oriented and complex society.

Young people are faced with many perplexing problems concerning the meaning and value of formal education, the proper choice of career goals, and the selection of training programs and schools to provide professional, business, technical and occupational preparation for the future.

In addition, the pressures of our modern society felt by adult Americans today are also keenly felt by our youth who, confused, seek guidelines for their behavior and assistance with their personal problems.

Technical and scientific knowledge in our highly industrialized society has increased by amazing leaps and bounds over the past several decades, resulting in great changes in job and occupational descriptions and in career roles.

The problems with school dropouts, with drug addiction, juvenile crime and delinquency, and the "new" morality make it imperative that students have access to guidance services and to competent, trained, professional counselors with the time to assist their young charges in these most difficult and formative years of their lives.

The National Advisory Council on Vocational Education, a group of 21 persons appointed by the President from diverse backgrounds in labor, management and education under the provisions of the Vocational Amendments of 1968, have noted in their Sixth Annual Report in 1972, the importance of guidance services to our youth and have called for increasing and improving such services.

The Council strongly recommends that immediate efforts be made to lower the counselor-pupil ratio at all school levels to a point where all who need counseling and guidance services will, in fact, receive them.

Currently, educators throughout the nation are most concerned with the question of accountability in education. In New Jersey the new extensive state regulations, adopted on January 7, 1976, by the New Jersey State Board of Education, compel the schools to improve the quality of pupil personnel services and to increase the numbers of students served in this area. The move to provide "thorough and efficient" education should give impetus to the growth of guidance services in the future.

Presently, however, many school systems are struggling, with the problems of providing adequate education for their students and sufficient personnel in the schools to assure reasonable and workable student-counselor ratios because of inadequate funds. As a result, enough time is not always available to provide adequate guidance services, particularly to ninth grade students, whose needs sometimes appear to be not so urgent as those of the upper classmen.

Professor John K. Fisher, of Edinboro State College, Edinboro, Pennsylvania, stated in the January 1968 issue of the Bulletin of the National Association of Secondary School Principals, that the shortage of professional staff in the area of pupil personnel services is particularly conspicuous. He predicted that by 1975 there would be a need for 53,000 elementary school counselors and 71,000 secondary school counselors and doubted that counselor education programs would be expanded to produce the specialists in this quantity.

He also stated that guidance services cannot be made available to each and every student in a school system if we insist on maintaining the traditional position that such services must be provided only by fully trained professionals. He suggested that, while it is imperative that school systems continue to supplement professional staffs, they should also better utilize the specialists they already have and provide them with para-professional help for routine tasks to allow them to work with those students whose problems are most urgent.

The economic situation today has caused many local boards of education to proceed cautiously in hiring additional professional personnel for the schools outside of the strictly academic areas necessary to provide a sound education. Many are reluctant to increase the number of guidance personnel.

At the school where this situation prevails, the teacher-advisor concept of guidance can be used successfully, as it was at Raritan High School, to compensate for the lack of professional counselors to do the necessary job.

The use of para-professionals in other areas of education has been working well in many schools in recent years, as seen in the use of teacher aides in the classroom and in the use of teaching teams.

Other professions are also using the team approach with para-professionals such as the medical and engineering professions. Many routine tasks once performed by the professional staff are now handled competently by technicians and other sub-professional employees on the medical and engineering teams, thereby releasing the professionals to devote more of their valuable time to truly professional tasks.

The teacher-advisor guidance program which uses professional, certified classroom teachers trained in an in-service program and working under the direct supervision of professional counselors can improve and increase the guidance services at any school and can make a distinct contribution to the overall instructional and educational program.

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Chapter III

The Goals and Outcomes of a Successful Project

The principal goals of the counseling and guidance efforts with freshman class students at a four year secondary school are to facilitate the transition from the elementary to the high school with a minimum of confusion and disorientation; to promote feelings of security in the new, larger and sometimes hectic school environment; to develop good attendance habits; to assist with course scheduling adjustments where necessary; to provide encouragement and support to failing students as soon as possible; and to assist those with attendance and disciplinary problems as quickly and effectively as possible.

Because the ninth grade is a critical year in the school life of the student, a time to form proper attitudes toward school, it is essential to set up a program which enables these students to secure assistance in their adjustment to high school, as quickly as possible after the opening of school and periodically throughout the entire year.

The specific goals and objectives of the Raritan High School Teacher-Advisor Program were established following a questionnaire survey of guidance needs conducted with the entire student body and faculty in the spring of 1973.

Results of the survey indicated that freshmen were more neglected in terms of guidance services than any other group at the school. Counselor records indicated that these students were seen only once by their counselors during the entire freshman year. Student responses on the questionnaire indicated that some of them were not seen at all and, for those who were, a long period of time elapsed between the time they requested an appointment and when they received one.

In addition, school records of that 1972-73 school year revealed a high rate of absenteeism and failure among ninth graders and no participation in extra-curricular activities by almost half the class. Concern was also felt because students were not seen in individual conferences to plan their course selections for the following year.

The guidance staff and the school administration concluded that this lack of adequate guidance services might be partially responsible for the poor orientation of the students as indicated by the high rate of absenteeism, the high failure rate and the lack of interest in school life.

Since it was not possible to increase the number of counselors on the guidance staff to solve this problem, the Teacher-Advisor Guidance Program was established with the following goals:

At the beginning of the school year and throughout the first year, through the efforts of the teacher-advisors aided by the guidance counselors, the program provides the time and the opportunity for all of the ninth grade students to meet and identify with someone from the Guidance Department who will assist them in their adjustment to high school and in the development of proper attitudes towards their school work.

As a result of their experience in the program the students demonstrate a better adjustment; are able to function more efficiently; and are assisted in the development of habits which should lead to greater success. This is measured by:

1. Improvement of academic success with a 20% reduction in course failure as compared with the freshman class prior to the program.
2. A reduction in absenteeism of 5% as compared with the freshman class prior to the initiation of the program.
3. An increase of 20% in the participation by ninth graders in extra-curricular activities over the previous freshman class.
4. An increase in the number of formally scheduled conferences on a regular basis from the former average of one per year to three or more per year.
5. An increase in individual counseling for course selection to 100% of the students.

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A secondary but important goal of the project is to relieve the guidance counselors of routine conferences with ninth grade students, thus reducing their counseling load to provide more time for counseling those students with serious problems.

In addition to these specific, measurable goals, which were attained or exceeded each year at the conclusion of the yearly cycle of activities, other beneficial results were realized.

The teacher-advisors in the program have found that their work with their advisees in a one-to-one counselor relationship has increased understanding of the students' point of view, problems, and feelings towards their teachers and other adults. It has also given them a totally new perspective which they bring to their work in the classroom.

Another benefit evolving from the program is an improvement in the teachers' understanding of the role of the guidance counselor and the entire guidance department in the total instructional program of the school. In the past there has been too often a restricted flow of information between counselors and staff about students. The program has made the faculty more aware and appreciative of the total services provided by the guidance department staff to both students and faculty.

In addition, the counselors, with more time available to them, are able to increase their personal contacts outside the office with members of the teaching staff and thus improve relationships between the two groups. This can only have a beneficial effect on the student body.

With the reduced counseling load, counselors are able to devote more time to professional duties; thus the district profits financially from the professional time gained by the staff.

Thus, the attainment of these goals can produce the desired effects on student achievement and behavior and will improve the entire climate at the school including the morale of the administration, faculty and student body.

PART II

Preliminary Requirements



Chapter IV

The Importance of the School's Administration in Adoption

If the teacher-advisor guidance program is to be successfully replicated at a school, the educational leaders in the district must have a clear understanding of what the program involves, be convinced that the program is a viable one for them, and be committed to a fair trial period of operation.

The superintendent of schools and/or principal of the school involved must assume the primary leadership role in presenting the idea to the public and the board of education to gain their support and final approval for adoption.

The person originally interested in installing such a program, be it a teacher, counselor or guidance director, must gain the wholehearted support of the school administration, for the extent to which the principal takes an active part determines in large measure how smoothly the whole operation starts up and how well it is received by the entire faculty and the student body.

One individual at the school must be assigned as the project director to coordinate and supervise the operation of the program. This could be any member of the administrative or guidance staffs—such as the principal, an assistant principal, the guidance director or a guidance counselor. Since the program concerns guidance and pupil personnel services, the logical choice is someone from the guidance department; however, this is not absolutely necessary and any interested person with administrative ability could so serve.

It should be emphasized that the selection of the guidance director to coordinate the project does not minimize the importance of the school principal in the successful operation of the program.

If a principal or an assistant principal coordinates the projects' activities, he should be thoroughly familiar with current guidance practices, be philosophically inclined towards the guidance concept, and be willing to devote time to work with the guidance staff.

The principal must convey to his entire professional staff, the parents, and the student body his belief in the value of the project and his commitment to its success, if the innovation is to be accepted and supported by all persons involved. One of his important tasks is to acquaint all persons involved with the nature and goals of the program.

If someone other than the principal coordinates the project, he must work closely with the principal and inform him and the superintendent of schools of the progress of the program to sustain their support throughout the year.

In short, the school administration must play an important role if the project is to be installed and operated successfully. If, at any stage in the planning for replication, it appears that all concerned are not convinced of the project's worth it may be wise to drop the possible adoption.

Chapter V

Gaining Support— The Orientation of Professional District and School Personnel

Once a decision has been made by the superintendent, the principal and the guidance director to replicate the program, an extensive orientation program must be launched to inform the public, the board of education, the school or district staff, and the student body, of what the project involves and what the role of each group may be should the program be adopted.

The guidance counselors must first be consulted since they may initially resist the suggestion that they turn over a portion of their counselees to teachers who are not specifically trained or certified in guidance. As their role is crucial in the selection, training and supervision of the teacher-advisors, their opinion on the possible success of such a program in their school must be given careful consideration.

When they realize that they will still have the responsibility for their counselees and the control and supervision of the advisors in the program they should become enthusiastic participants in the whole enterprise. A cogent factor in gaining their support is the reduction of their counseling load and the increased time available to them to perform professional tasks.

The best way to broach the plan to the counselors is in a department staff meeting conducted by the guidance director. If the school is faced with a high student-counselor ratio with no possibility of increasing the staff, the program can be offered as an alternative plan. The awareness publications of the producer school can further orient the guidance counselors to concepts involved in the project.

In-depth information and explanations can be reserved for the training period with the professional guidance staff. An integral part of the entire replication process is the training outlined in a later section of this manual.

Once oriented and favorable to the adoption, the guidance staff should actively participate in the orientation of the other groups. If the guidance director or counselor is selected to coordinate the program, he should carry the process of adoption forward from this point on. Assistance in training and orientation is available from the producer district project staff at Raritan High School.

Project description briefs, manuals and a descriptive filmstrip and cassette on the Raritan High School Project are available at cost from the producer school as aids in the orientation and training programs at the consumer district school.¹

After the involvement of the guidance staff in the replication plans, a formal presentation at a Board of Education work meeting should explain the program to the board members for their consideration. It is assumed the superintendent of schools has previously broached the subject to the board. This presentation should be made by the director of guidance or

¹ See Appendix H, page 47 for available materials.

the principal or both. Again the producer school project staff is available for such initial presentations if requested. Such assistance is available upon request at any stage in the orientation or training.

With Board of Education approval other similar orientation sessions should be conducted at either public board meetings or parent-teacher organization meetings. While parents are not involved in the actual planning and implementation of the program, it is important that they and the community understand the project to allay any apprehension about the quality of the services to be provided.

At the same time, the school administration should conduct an orientation for the entire teaching staff at the school, at a regularly scheduled monthly or weekly faculty meeting, and should begin the recruiting process to staff the project. The meeting could include an oral presentation by the principal and a showing of the film of the Raritan Project.

After orientation of the Board of Education, the general public and the faculty, a brief presentation should be made to the student body at an all-school assembly so that they will understand exactly the role of the counselor and the advisor in the program. If a large student assembly is not feasible the guidance counselors can make presentations to smaller groups of students in the English or social studies classes.

Although wholehearted support of all these groups is not necessary to the adoption of the program, it is essential that all be exposed to the concept and have the opportunity to question it.

The key persons who must be convinced of the viability of the program in the school are the superintendent, the principal and the members of the guidance staff. With the proper leadership the teaching staff will eventually accept the program as an aid in dealing with students.

If the concept is presented honestly, clearly, and enthusiastically to all concerned and if most see it as a viable answer to the problem of increasing guidance services under the given circumstances, the program can be introduced without confusion and friction.

PART III

Implementation



Chapter VI

The Role of the Counselors and Guidance Director

The guidance director and the guidance counselors play a key role in the management of the program, in the training of the teacher-advisors, and in the coordination of the projects' activities.

As chief guidance administrator, the guidance director naturally has the overall responsibility for managing the Teacher-Advisor Program as part of his many duties even if he does not initially coordinate the program.

In the day to day operation of the program the counselors are responsible for the supervision and direction of the two teacher-advisors assigned to each of them and are expected to meet with them daily, to coordinate activities and to serve as resource persons.

When all applications for positions as teacher-advisor are received from interested faculty members, the counselors along with the principal and the guidance director screen and select the members for the project staff. Professionally they are best able to judge the type of person most likely to succeed in the role of student advisor.

Staff selection should be made early in May before the program is initiated the following September. This allows the superintendent sufficient time to submit the names of the candidates to the Board of Education so that they can be appointed before the end of the school year in June.

Counselors should also be assigned a role in planning and conducting the in-service training program for teacher-advisors and each should be scheduled by the coordinator to make a presentation at one of the weekly training sessions that begin in September, the topic dependent upon his interests and expertise in special procedures or skills. A sample copy of the Raritan High School In-Service outline in the appendices section of this manual may be used as a guide.¹

Periodically, the counselors inspect the conference record cards kept for each student assigned to the advisors not only to see that they are kept properly but also to offer suggestions and support as problems arise. Students with serious problems should be turned over to the counselor for his resolution.

During the last week of school in June, counselors must review all conference record cards and daily appointment sheets to tabulate the number and types of conferences held by the advisors with their students, thus ascertaining whether each student has been seen three or more times. At this time also they must assist the director in administering the questionnaire surveys for the teaching staff and the student body to determine the effectiveness of the project and to obtain suggestions for improvement in the coming year.²

Before the summer vacation, the counselors submit a written evaluation of the program and of each of their teacher-advisors based upon their observations throughout the year. They should note strengths and weaknesses, with recommendations for improvement the following year.

¹See Appendix B, page 38.

²See Appendix D, page 41.

The director or coordinator is responsible for the in-service training program and for the final evaluation of the teacher-advisors. During the year, as periodic evaluations are made within the training sessions, he meets with those advisors who need assistance or direction for improvement.

In weekly staff meetings with the professional guidance counselors he reviews the program's activities, with suggestions when necessary. These "skull" sessions are extremely helpful in the successful implementation of the program.

Selecting the Project Director

The individual selected as project director to administer, coordinate and supervise the program must be completely convinced of the worthiness of the project; competent in administrative work; and have a strong educational and practical background in student personnel and guidance.

Since the program concerns guidance and pupil personnel services, the most logical choice is the guidance director or director of pupil personnel services in a school district. However, anyone with strong administrative ability and the interest in the program could serve.

It must be emphasized that the choice of the guidance director does not minimize the importance of the school principal and his role in the successful operation of the program.

The responsibilities of the project director are to: develop the outline of the entire program for the school with the assistance of the professional guidance staff; present an orientation program to the Board of Education, the public, the administrative and teaching staffs, the teacher-advisors and the student body; secure the Board of Education's approval for adoption; advertise the positions as teacher-advisors; review the applications and select the staff, in concert with the principal and the counselors; prepare an office schedule of period assignments for teacher-advisors; secure office locations for their work; arrange for the elimination of all extra monitoring duties for them; assign two advisors to each of the guidance counselors and fifty ninth grade students to each advisor; conduct and supervise the in-service training program by recruiting speakers; prepare evaluative questionnaires or checklists to evaluate periodically the teacher-advisors; prepare and supervise the administration of the teacher and student questionnaire survey at the end of the year; tabulate the results of the questionnaires; and write the conclusions with the assistance of the counselors, to determine if the goals of the project are attained.

The person selected as project director must devote at least three weeks prior to the installation of the program in September for preparation and for conducting the recommended full day workshop in late August for the members of the project staff.

Chapter VII

Training the Professional Guidance Staff

The training of the professional guidance staff at adopter schools requires only one or two sessions. It is recommended that the staff read this Administrators Manual, The Teacher-Advisor Manual and view the filmstrip describing the Raritan project.

The members of the regular guidance staff, as certified counselors or directors in guidance and student personnel need no further training in guidance work but must have a clear understanding of what the new program involves.

They must receive assurance that: the program will in no way jeopardize their value, importance, or position in the school; that it does not replace the professional guidance staff with untrained, uncertified, teachers; that they are still responsible for their ninth grade students, but will now have part-time para-professional assistance to handle the routine conferences with these students; that they will have full control over the supervision and direction of the advisors assigned to them; and that all students with serious problems will be turned over to them for resolution of the problem. This understanding plus the outlining of their specific duties as detailed in the preceding chapter constitute the principal parts of their training.

They must not view the T/A as a threat to their professional standing or as eventual replacements as key persons in the school's guidance program.

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The concept of using para-professionals in education is not unique but has been successfully implemented in the form of teacher aids and assistants in the classroom. The American Personnel and Guidance Association in a recent policy statement, advocates the use of appropriately trained support personnel working under the supervision of a professional counselor.¹

As stated in the previous chapter, counselors will be involved in the planning, implementation and management of the program along with the guidance director who must convey this fact to them in their own training sessions. They are considered co-equals in the enterprise, taking an active part from the beginning stages of the entire operation.

¹ Fisher, John K., "Subprofessionals in Public Personnel Services." *The Bulletin of the National Association of Secondary School Principals*. No. 324: 49-57; January 1968.

Chapter VIII

The Qualifications and Selection of Program Staff

The administrators of the program at Raritan High School find their screening criteria for the selection of the staff very sound. Not one of the ten faculty persons serving as teacher-advisor has been relieved of his duties for incompetency or other reasons and all have continued in the program with a high degree of success during the three years of the project's operation at Hazlet Township.

Very positive reactions were received from project students on the survey questionnaire evaluating the program at the conclusion of each year's cycle of activities. An overwhelming majority of them described the teachers involved as highly concerned with their problems and helpful to them. This indicates justification for the selection of those persons chosen as warm, concerned individuals who can work successfully with, and relate to, students in a one-to-one, advisor-student relationship.

The specific qualifications for all candidates for the position of advisor are:

1. Must be full-time members of the schools' teaching staff.
2. Must be fully trained and certified as secondary school teachers in any field.
3. Must have completed at least two full years of successful classroom teaching.
4. Must be recommended by the principal, the guidance director and the guidance counselors as having displayed the following attributes:
 - a. A professional attitude towards the teaching profession.
 - b. A demonstrated ability to relate well to students.
 - c. A warm personality in dealing with others.
 - d. An empathic approach in handling student problems.

Prior evaluations by department chairmen or school administrators may be reviewed to make this determination. While formal college training in guidance is not a pre-requisite for the position it should be considered an asset in the final selection.

Only those who have demonstrated successful classroom teaching, and good personal relationships with individual students should be considered for the position of teacher-advisor. Teachers should not be assigned arbitrarily to the program, but should be drawn from volunteers who have submitted applications for the program with full awareness of what it involves.

Soon after the general faculty orientation an announcement is made to the entire staff that applications for the position of teacher-advisor are available in the guidance office. Two weeks later, all applications are collected and reviewed by the selection committee which includes the principal, the guidance director and counselors.

All applicants are interviewed individually by the director who outlines the duties and responsibilities of the advisors. He must emphasize at this meeting that a full year in-service training program will be conducted after school hours and that attendance at all sessions is mandatory. At Raritan High School a \$300 stipend is paid for attendance at the in-service program. This may be an incentive for some persons to serve in the position if selected.

The final selection of staff is made in concert by the members of the selection committee. The names of the successful candidates are submitted to the superintendent for approval by the Board of Education so that all may be informed of their appointments prior to the close of school in June. This is necessary since the initial full day workshop session of the in-service program is held late in August.

Chapter IX

Duties of the Teacher-Advisor Program Staff

All teacher-advisors attend a full day, in-service workshop conducted by the project director during the last week in August. This is the initial orientation session which starts the training program to continue throughout the entire year.

At this time they receive a copy of the Teacher-Advisor Guidance Manual, and a training kit which includes various pamphlets, bulletins and office forms used by the professional and secretarial staffs at the school to facilitate the work of the department. They also view the filmstrip describing the project.¹

The overall responsibilities of the Teacher-Advisors include: familiarizing themselves with the educational, social, and emotional background of each of their advisees; assisting them with their initial adjustment to high school in orientation sessions; a checking on student attendance, tardiness, and class cutting; assisting students who receive failure notices at the mid-point in each marking period; assisting them in selecting a program of studies for the next school year; encouraging them to take part in the school's extra curricular activities; and finally, referring students with serious learning, social or emotional problems to the regular counselor for more intensive counseling. Advisors are cautioned not to take on intensive problems themselves, but to refer them immediately to the counselor.

During the first week of school an orientation assembly for all ninth grade students is conducted by the guidance department to explain the program and to introduce the counselors and advisors to them.

Immediately following this general assembly, teacher-advisors schedule individual counseling interviews with all ninth graders, at which they introduce themselves personally to the student, explain their function and that of the counselors, tell them the procedures for making appointments, show them the layout of the offices and the materials available therein, assist them with any immediate adjustment concerns they may have, and have them fill out a 5 x 8 conference record card according to instructions outlined in the Teacher-Advisor Guidance Manual. This series of conferences should take them to the mid-point of the first marking period in mid-October.

At the conclusion of this series of interviews, the advisors schedule another series with all students who receive failure notices at the mid-point in the marking period or who actually fail courses at the end of the first marking period.

They try to determine the cause of the failure, offer their assistance, and advise them on what steps might be taken to rectify the situation. They may arrange extra help with classroom teachers after school hours, contact parents for information and assistance, develop home study schedules or take any measures necessary to solve their problems. This activity takes place at the mid-point and end of each of the marking periods throughout the year, the dates varying with individual schools. More detailed instructions on this activity appear in the Teacher-Advisor Guidance Manual.

When report cards are issued at the end of each marking period, students are seen in academic progress conferences to advise those who fail, to praise those with high achievement; and to urge greater effort on the part of borderline students. Advisors should praise all students for outstanding accomplishments in academics or any other school activity. When possible, they should phone parents of outstanding students with congratulations.

In early January, after the conclusion of the winter holiday vacation, the advisors see each student in individual program planning conferences to select a program of studies

¹ These products are described in *The Teacher-Advisor Guidance Manual*, available from the producer school at cost. The in-service training program is described in the next chapter.



for the following school year. By this time students have some idea of their future career or educational plans and the advisors have some familiarity with the intellectual background and achievement of each student. If not, student records should be checked carefully and the advisor should note the quality of achievement during the ninth grade, the interests and abilities of each student, and the educational and career goals if determined. If there is any doubt as to the type of program most desirable, parents are contacted by telephone to clarify the situation. The final selection of program is approved by parental signature on the subject selection sheet before the schedule is processed for the next school year.

To discuss intelligently possible programs of study, advisors must have a thorough knowledge of the school's entire curricular offerings, the requirement for graduation, the number of credits needed, and the combinations of subjects necessary for college and post high school educational training. This topic is covered in detail in the in-service training program, (Chapter X). Advisors must be prepared for any questions raised by students before the January selections are made.

Careful planning and intelligent selection of course work will reduce the frustrations many students experience from poor planning and hastily selected subjects. Requests for schedule changes which crop up each fall at the opening of school have been increasing over the last few years. In many cases, changes cannot be made once the schedule is set and school begins; this often causes student failure and leads to class cutting and truancy. This activity should be completed by the end of February.

Advisors must be wary of requests for schedule changes at the beginning of the year made for frivolous reasons. However, they may be perfectly justifiable and necessary since scheduling errors do occur, or some students may have selected the wrong courses. In such cases consultation with the guidance counselors can determine if such changes are required. If they are the advisors may make them with the advice and consent of the parents. This type of activity is ongoing throughout the entire school year and should be handled, each case on its own merits.

Another on-going activity conducted throughout the year is checking the attendance reports issued daily by the school attendance office to determine the development of poor attendance patterns by individual students, and seeing each student who does so. Advisors should find the cause of absenteeism and class cutting, and help the students overcome the problems which contribute to such behavior. Visitations to the attendance office or the school disciplinarians' office should be made to gain information on such a situation. Classroom teachers and parents should be contacted for further information and for assistance in developing good attendance habits in the student.

In early April advisors begin career exploration activities with all ninth grade students either individually or in small groups. With today's rapid advance in technology and resulting change in job patterns, young people must study occupations and career possibilities early in their high school life. It is not recommended that they arrive at a firm conclusion as to their life's work, but that they learn how to find information on vocations and careers and make some assessments based on their interest and abilities.

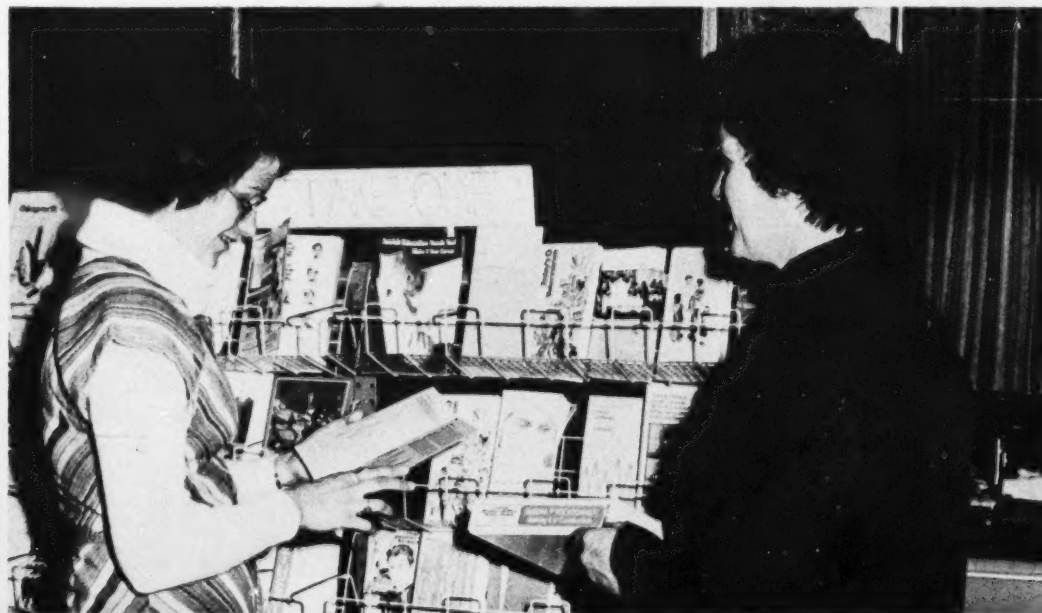
Students are brought into the guidance office and shown the location and use of career information. Together the students and advisors discuss interests, abilities, job descriptions, training needed and other factors involved in career exploration. This series of activities covers approximately six weeks, concluding around Mid-May.

Advisors should encourage students to initiate conferences on their own. Conferences are also held with parents, classroom teachers and school administrators if needed during the course of the year.

At the conclusion of the year's cycle of activities in June, all teacher-advisors review their student conference record cards and their daily appointment sheets to tally the number and kinds of conferences held throughout the year. In addition, they write a short narrative describing their impressions of the year's activities and make suggestions to the professional guidance staff on how the program and the in-service sessions may be improved. These tallies must be checked and verified by the guidance counselors before presentation to the project director who writes the final evaluation of the program for the year.

All these activities are designed to assist the students with their adjustment to the new high school experience; to develop wholesome and proper attitudes concerning study habits, attendance, and participation in extra curricular activities; and to relieve the counselors of routine conferences with ninth graders, thereby affording them more time to devote to those students with serious problems requiring their attention.

Advisors are cautioned to limit their guidance activities to ninth graders only; to refer serious psychological, social or academic problems to the counselors; to maintain strict confidentiality of student records and conferences; to maintain a non-directive attitude toward moralizing or meting out punishment; and to deal exclusively with school-connected situations. They should be wary of intruding upon personal, family matters unless there is a serious need, in which case consultation with the director or counselor is warranted.



Chapter X

The In-Service Training Program

All teacher-advisors are required to participate in the in-service training program which begins with a full-day workshop during the last week in August and continues after school opens with weekly 45 minute sessions after school hours for the first three months and bi-monthly sessions for the remainder of the year. The program is conducted under the direction of the project director and with the assistance of the guidance counselors, each of whom makes one presentation during the year, as outlined in a previous chapter (Chapter 6, page 14).

The purpose of the training is to provide the teacher-advisors with: a thorough orientation to the services available in the guidance department; a knowledge of their specific duties; and the limitations and extent of the services they are to render within a specific framework.¹

Using the Raritan Project's training outline as a guide, the professional guidance staff should develop a program of training, supervised by the guidance director and assisted by the high school principal, which will provide the minimum twenty five hours of training required to produce a successful replication. Modifications in the format to suit local conditions and requirements are expected and encouraged.

The turn-key trainer appointed by the adopter district (as per the Producer-Consumer Agreement, which must be signed by the two districts prior to the adoption) is responsible for the overall supervision of the training program and will receive training at the Demonstration district site before the program is installed.²

The training sessions consist of formal presentations by members of the adopter school's guidance staff, the school administrators, department chairmen, special services staff and speakers from outside the school. In addition, several sessions are devoted to problem-centered discussions among the director, the counselors and the teacher-advisors. Periodically, the teacher-advisors are evaluated on their progress in knowledge acquired and skills developed in their day-to-day work with students. The evaluation can be made through brief questionnaires or check lists with space for comments which the teacher-advisors complete after the conclusion of certain sessions. The format of these questionnaires is left to the discretion of the adopter district which may develop its own evaluative device. It is important however that some evaluation be made periodically during the training period. The evaluations are more in the order of self-evaluation and comments on other things they would like to know, etc.³

A sample outline of the topics covered, with dates and times of the sessions, appears in Appendix B.⁴ Each person in the program is provided with a copy of the *Raritan Teacher-Advisor Guidance Manual* and a training kit which includes copies of the *Student Handbook*; *The Program of Studies Booklet*, a list of all course offerings; a pamphlet entitled *Planning Your Future Career*; and other materials including mimeographed guidance fliers on financial aid, test service bulletins, and copies of all the forms used by the professional and secretarial staff of the guidance office to facilitate the work of the department. The materials for the training kit may be placed in a large manila envelope.⁵

¹ See Appendix A, page 34 for Guidance Staff Job Descriptions.

² A copy of the Producer-Consumer Agreement may be obtained from the Raritan Co-Directors free of charge.

³ See Appendix C, page 39 for sample evaluative questionnaire.

⁴ See Appendix B, page 38.

⁵ Adopter schools should have similar materials for inclusion in their own kits.

In general some of the topics to be covered by the in-service program are:

1. Counseling theory and interview techniques.
2. Ethics of the guidance profession.
3. Learning the background of student advisees.
4. How to schedule appointments.
5. Confidentiality of student records.
6. Using the cumulative folders.
7. Assisting the student with absenteeism and discipline problems.
8. The testing program and its interpretation.
9. Assisting the failing student.
10. Program selection advisement—knowledge of curriculum.
11. Career and Vocational advisement.
12. Media materials available in the department.
13. Special agencies of referral.



During the full day workshop session in August the teachers are given all of the training materials needed, view the Raritan Project's filmstrip, learn the general guidance offices procedures, receive their list of student advisees and copies of their schedule of classes, and learn the location of all records and materials housed in the office. A major portion of the time allotted to this session is spent reviewing the cumulative folders of each of their advisees to become familiar with the students, their background and their problems.

It is recommended that each teacher-advisor be paid a stipend of approximately \$300 per year to compensate for the time spent after school hours in the training program. At raritan, this proved to be an attractive incentive in recruitment.

The project director is responsible for drawing up the training outline with dates for the sessions, clearing the time schedule with the high school principal to avoid conflicts with other faculty meetings held after school hours, securing a classroom in which to conduct the sessions, lining up and scheduling the various speakers, obtaining the necessary materials and developing the evaluative questionnaires. He also checks on the attendance at the meetings and must make clear to the teacher-advisors that attendance is mandatory.

The teacher-advisors are urged to engage in additional study in guidance and pupil personnel services either in formal college courses or in independent study; for assistance therein, a bibliography is presented in Appendix G.¹ Most of the listed books may be available in the guidance office professional library or in a local college library.

¹See Appendix G, page 46.

Chapter XI

Summary of Installation Procedures

To insure a successful replication of the project at an adopter district it is important that the key activities summarized below be carried out:

1. Prior to the installation of the program, orientation and training sessions must be conducted with the principal of the school, the guidance director, the guidance counselors, a member of the board of education, and the superintendent or his assistant, to provide a clear understanding of the entire project including the rationale for its installation, its goals and objectives, the role of each of the above mentioned, the time involved, and the setting in which it is to take place.

2. After the administration has accepted the concept and the Board of Education has approved its installation, the principal or the guidance director should present the plan to the entire teaching staff.

3. Announcement should be made by the director or principal that applications for placement in the program are available and interested teachers should be encouraged to apply.

4. The professional guidance counselors must understand clearly what the new program will involve with assurance that: the project will in no way jeopardize their value, importance, or position in the school; they are still responsible for their ninth grade students; they will now have part-time para-professional assistance to handle the routine conferences with these students; they will supervise and guide the two teacher-advisors working with them; and any serious case regarding a student beyond the expertise of the T/A is to be turned over to them for resolution. Once the counselors realize that the program will reduce their counseling load by one quarter they should enter the program with a cooperative attitude.

5. When applications for the position of Teacher-Advisor have been submitted a screening committee comprised of the principal, the guidance director and the guidance counselors should be appointed to select the staff. The recommendations of this committee should be submitted prior to the end of the school year to the superintendent and then to the Board of Education for approval of the teachers to work in the program and should also include compensation for the teachers for the in-service training program.

6. The first session of the in-service training program should take place prior to the opening of school in September, conducted as outlined in the preceeding chapter.

7. During the first week of school, an orientation assembly should be held with the ninth grade class to explain the program and to introduce the counselors and teacher-advisors.

8. In the days immediately following, the teacher-advisors begin scheduling the students for individual orientation conferences, as outlined in the T/A Guidance Manual, and continue to schedule them throughout the entire year as outlined in Chapter X.

9. Each day the T/As should report to their assigned guidance counselor for any special activities which may have been planned for that day, not listed in the outline of regular activities, and for advice on any problems which may have arisen. These conferences are usually very brief.

10. After each contact with a student, parent, counselor, or administrator, the T/As must record the date and action taken, on the conference record card kept for each of their advisees.

11. The in-service training program begins immediately after the first week's activities have been completed and will continue afterschool hours as outlined in the training schedule.

12. At the conclusion of the school year, the counselors will conduct a questionnaire survey with the entire faculty and the project students to determine their opinions regarding the program. The T/As at that time will review their conference record cards and accumulated daily appointment sheets and tally the number of conferences held throughout the entire year. They will also write an evaluation of the program based on their experiences during the year. The counselors will be responsible for double checking their tallies and verifying that all scheduled activities have been carried out with all of the project students.

13. Using the Raritan evaluation design the project coordinator will compile the data on target students and prepare his final evaluation which must be forwarded to the Demonstration District Staff.¹

Chapter XII

The Physical Facilities and Materials Needed

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The program requires no additional, special physical facilities or materials for its successful operation assuming the existence of a guidance department provided with an office area and material supplies.

Teacher-advisors should be provided with an office or room where they can meet in privacy with their assigned advisees on a one-to-one basis, to assure confidentiality. Office space in the guidance office complex is ideal, since it houses most of the printed informational materials which students may need as well as the student records. However, any area is acceptable.

To ensure available space and to avoid overcrowding in student appointments, the scheduling of the teacher-advisors' time should be staggered throughout the periods of the day when the counselors may have a non-duty period. Since each teacher-advisor spends only one period per day in the office this scheduling should not cause too great a problem.

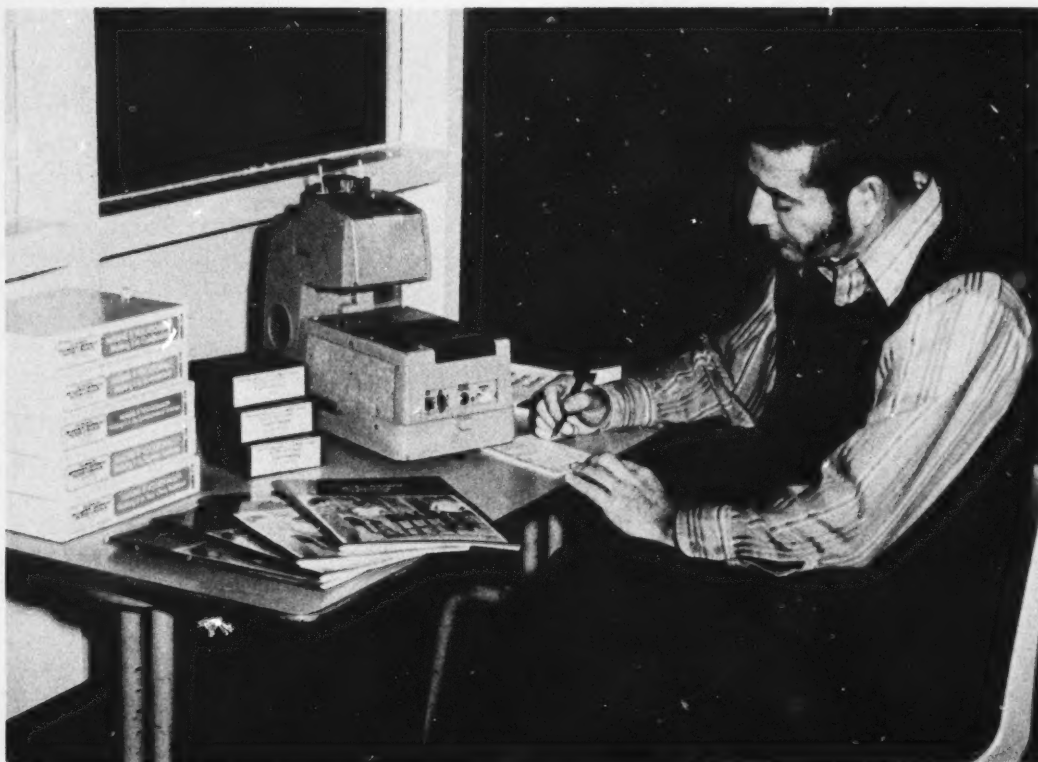
Since the advisors may occasionally meet their students in small group guidance discussions, any conference room or classroom may be utilized.

With the exception of the training manuals and the guidance kits, no other materials need be provided the advisors. They can use all of the necessary office forms already available, which should be provided them by the guidance counselors with instructions in their proper use.

During the in-service program the advisors should become aware of all materials available for their use with students—including forms, appointment slips, pamphlets, career information, school and college catalogues, audio-visual materials and whatever the adopter school guidance department has available for counselor and student use.

With proper, advanced planning and with the cooperation of the entire program staff the teacher-advisor program can be assimilated smoothly into the guidance department and within a short period of time the changes will no longer be apparent.

¹ See Chapter XV — *Evaluating The Project's Effectiveness*, page 29.



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Chapter XIII

The Resource Specifications and Cost Estimates

The costs for the introduction, maintenance and evaluation of the Teacher-Advisor Guidance Program are minimal. Assuming that potential adopters of the program have adequate funds to provide a conventional guidance and classroom educational system, then the costs for counselors, teachers, administrators, a guidance director, and the necessary area may not be considered as direct costs of the program since they are part of the regular established educational program which does not change with the introduction of the guidance project. The program is feasible in a conventional high school situation wherein one classroom teacher can serve for one period each day as an advisor to each group of fifty 9th graders and one guidance counselor can supervise each unit of two teacher-advisors.

The basic cost of the program's adoption lies in the purchase of the developer district's training materials and stipends for the teachers. The producer district provides training and follow-up consultation free of charge under Title IV-IV C funding. The producer district staff recommends a 25 hour training program for the teacher-advisors at the con-

sumer district, with the payment of a \$300 stipend to compensate teachers for the time spent after school hours in the training sessions. This is not essential for a successful adoption and may be eliminated or modified by the adopter school.

The ongoing responsibilities of the project director who supervises and administers the program, most likely a member of the regular professional guidance staff, should not represent an additional expenditure but rather a realigning of his total guidance duties.

The cost estimates for an adopter school quoted below are for one four year high school, grades nine through twelve, with one guidance director, one guidance counselor for each 100 freshmen students to supervise each unit of two teacher-advisors, and with 50 students assigned to each teacher-advisor.

Data on costs:

a. Staff Development:

1. The costs for travel and maintenance expenses to send the principal, the guidance director, the guidance counselors, the superintendent or his assistant and one board of education member to the Demonstration Site for orientation and training for one day depend upon the number of persons on staff and the distance to be traveled.
2. The costs for sending one person for turn-key training to the Demonstration Site for two sessions in addition to the original session mentioned above depend upon distance.
3. For each additional consultation session requested with the Demonstration District staff there is a cost of approximately \$100.
4. Should the adopting district provide a \$300 stipend to the teacher-advisors for the in-service training, that cost must be multiplied by the number of advisors appointed to the staff, which depends upon the student population at the school.

b. Materials:

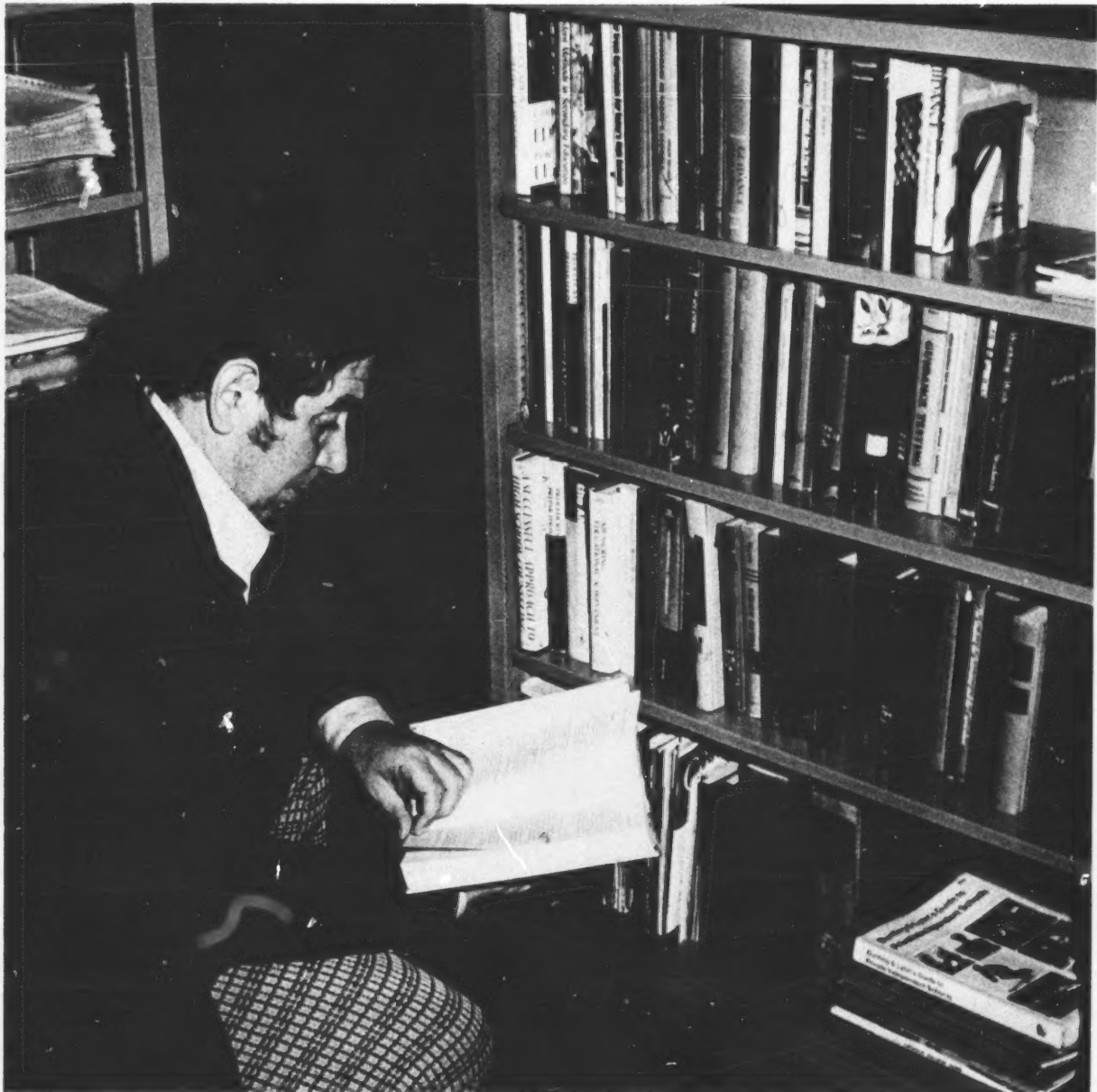
1. A copy of the *Administrator's Guide* should be purchased for each guidance counselor, the principal, the guidance director and the turn-key trainer in the district, available at cost from the Demonstration District staff @\$3.50 per copy.
2. A copy of the *Teacher-Advisor Guidance Manual* should be purchased for each teacher-advisor appointed to the staff, available at \$3.00 per copy.
3. One copy of the *Project Description Filmstrip Cassette* package should be purchased to use in orientation sessions in the district and in the in-service training program. This is available at cost from the Demonstration Site staff @ \$15.00 per copy.

Based on these factors, the total cost for the start up of the program can be computed. The maintenance costs will be assumed in the ordinary running of the school under the school's annual budget. There is some increased use of office supplies since the number of conferences with students increases dramatically with subsequent consumption of office supplies.

At Raritan High School the total expenditures during the first year of operation included \$3000 for the teacher-advisors to participate in the in-service program, plus about \$100 for office supplies. Ten teacher-advisors and 500 ninth grade students were in the program. With a total expenditure of \$3100 for 500 students the cost per learner amounted to \$6.20, a small amount indeed for the increased services and benefits derived.

PART IV

Post-Implementation



Chapter XIV

Monitoring the Project

If the program is to operate smoothly, its goals and objectives attained, its varied activities completed, its in-service program successful, and its outcomes evaluated thoroughly, it must be monitored regularly throughout the entire first year of its adoption.

The overall responsibility for this task lies with the project director supervising the activities of the entire program, assisted by the professional guidance counselors who supervise the advisors in their daily duties. He must also check the attendance of the advisors at the weekly sessions of the in-service program, administer evaluations periodically and hold weekly staff meetings with the professional guidance staff to check the progress.

Each advisor, provided with a copy of the *Teacher-Advisor Guidance Manual*, knows the general time lines for the accomplishment of each of the activities and the dates and times of the in-service sessions. While the nature of guidance and pupil personnel services makes it difficult to adhere to a strict time schedule for the various activities, general timelines must be set to accomplish the objectives of the program. The advisors must strive to keep within them as closely as possible.

In addition to the activities scheduled for specific times during the year, the advisors will probably handle many student-initiated conferences and should, therefore, be flexible, in anticipation of emergency problems arising. Often, planned week's activities and conferences must be postponed because of urgent problems that develop for some students which must be dealt with immediately. Such frustrations in completing planned activities on time are difficult to avoid.

The in-service training program which runs concurrently with the operation of the actual program, serves not only as training but also as a monitoring device, since several sessions are geared to problem-centered discussions to evaluate and assess progress during the year. At these sessions the advisors can express their concerns about their work with students, ask questions and receive further instructions on solving the problems which might arise in the local setting. At this time the project director can keep his finger on the pulse of the entire operation and check the progress on each activity and its adherence to the general time lines. It may be necessary at times to alter the deadline dates and make other changes in procedures, depending upon local conditions.

In addition to the final review of the student conference record cards at the end of the year's activities, the counselors should also check them each month to insure that all students are being served and that the activities are being carried out as planned. From their daily contacts with the advisors, the counselors can determine generally how well things are proceeding and must inform the project director of their findings throughout the year. If their review produces negative results, additional personal consultations with the teacher-advisors must be conducted by them or the project director to iron out any difficulties which may develop.

The project director, either in regular administrative staff meetings or his monthly school reports, must apprise the principal and the school superintendent of the progress in the program during the school year. Helpful suggestions and support from the principal at critical points throughout the year can assist the project staff in conducting a smoothly operating program.

In their weekly staff meetings the guidance director and the counselor should assess the progress in the program and evaluate the effort of the teacher-advisors. During these "skull" sessions many of the difficulties can be resolved and alternate plans made to improve the program.

Finally, as stated above (Chapter XI) the advisors, counselors and the project director must review the records and, using the prototype evaluation, gather the data necessary to compile and write the final report which will be submitted to the demonstration district to assess the degree to which the essential elements of the program have been attained and to determine the impact the program has had on the ninth grade students.

Chapter XV

Evaluating the Project's Effectiveness

At several points throughout this manual the need has been expressed to evaluate the total outcomes of the project's activity, to determine its impact on the students' educational achievement and attitudes, and its overall effect on the school's faculty, administrators and guidance staff. This chapter details the information necessary for an adopting district to gather the data, to interpret it, and to make conclusions that will lead to this determination. This assessment also determines how well the essential elements of the Raritan Project have been installed at the adopter school.

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As stated previously, it is important that counselors and teacher-advisors keep accurate records of all appointments and conferences held throughout the year with students, parents, teachers, administrators or representatives of agencies from outside the school. The daily appointment sheets of the advisors should be retained in folders so that the number and kinds of appointments may be tallied at the end of the year. The student conference record cards must also be kept up to date with appropriate, brief comments on interviews conducted, for review at the end of the year. These tallies must be compiled by the teacher-advisors and cross checked by the guidance counselors before presentation to the project director who must write the final report on the project's achievements. This review will determine if the required minimum number of conferences was conducted with the ninth grade students, as outlined in the project's goals.

To determine the difference in the failure rate of the project students compared with the freshmen class prior to the installation of the program—the project director must acquire either the data processed failure lists, if available, or the actual report cards of all freshmen students at the end of the year. From this material he computes the number of ninth graders who failed one or more courses for the year, figure the percentage of the entire class who did so and compare it to similar, previous figures from the freshman class for the year immediately prior to the establishment of the program. The differences will be noted and, hopefully, there should be a reduction in the percentage of failures in the project students' class.

The project director must also obtain from the administrative offices the attendance figures from the official school register which determines the number of total possible days attendance for the freshman class for the year and the actual number of days atten-



dance for the class. He will then establish the difference and compare the percentage for the project class with that of the previous year's class to determine whether the absenteeism among the project students was reduced.

During the last weeks of school, the guidance staff must conduct a student activities questionnaire survey of the entire freshman class to determine the extent of their participation in extra curricular activities for the year.¹ Using clerical assistance in the guidance office, a hand tabulation must be made on the questionnaires to total the number of freshman students who were involved in one or more such activity. Thus, the project director can determine the percentage of the class so involved and compare it to similar figures on the previous year's class to establish the gain made. If such figures on the previous class are not already gathered and filed, then another hand tabulation must be made for this class using the permanent records of these students which usually contain information on extra curricular participation.

All of the data thus gathered should be recorded in chart form, as in the Raritan Project, and included in the final report which is to be sent to the Demonstration District by June 30th.² The information thus gathered and recorded will determine to what extent the five goal indicators of the project have been attained.³

Finally, to gain the impressions of the students involved in the program and the entire teaching faculty, a questionnaire survey with both groups must be conducted by the guidance department near the end of the school year. Copies of the questionnaires appear in Appendix D of this manual. These completed questionnaires must be reviewed by the project director and will supply valuable information concerning the attitudes of the student body and the teaching faculty about the project's activities and accomplishments. These provide the opportunity not only to critique the efforts but also to make suggestions for improvement for the next year. After the review and tabulations have been made a brief report of the conclusions should be written by the project director and submitted with the other data discussed above.

At Raritan High School, for all goal indicators, with one exception—the first year only,—the levels established for the objectives were met or exceeded for both years of the projects first two years' life. The exception is the absenteeism indicator, in that the level of absenteeism was contained at the previous level after the first year of operation, but after the second year the goal of a 5% reduction was achieved.

As stated previously, even if the objectives in terms of the gains noted had not been achieved, the program has had a beneficial effect on the morale and well being of our students, faculty and school administration and has contributed to the overall instructional program at the school.

¹ A Copy of Raritan High School's activity questionnaire appears in Appendix E, page 43.

² Evaluative chart appears in Appendix F, page 44.

³ For goal indicators, please see Chapter III, page 6.

Chapter XVI

Problems Which May be Encountered and How To Solve Them

Despite all the careful planning, the orientation of staff, and the other steps taken to initiate and operate a smooth program, the Raritan Project staff encountered unexpected problems and difficulties that required attention during the first year of operation.

This chapter outlines some of the problems encountered and their solutions which should enable adopter districts to avoid similar difficulties. Overall, the basic idea of the project is quite simple and was installed with little difficulty because of careful pre-planning and cooperation of the entire administrative and guidance staffs.

The key element in a successful replication is the careful selection of the persons to serve as teacher-advisors. Raritan was successful, for the most part, in its selections. It was realized early that a serious problem might arise from the dual role of the teachers as advisors and as classroom teachers, since it sometimes became necessary to discipline some students for misbehavior in the classroom who were also their advisees in the guidance program. Since the philosophy of guidance precludes the dispensing of punishment by counselors in working with young people, it became understandably difficult for the teachers to establish and maintain a good rapport with their advisees when they must also on occasion, punish them for their misdeeds in class. In some cases this problem was never entirely resolved. However, discussions with the counselors enabled the teachers to see that such problems could be handled by adopting the "guidance" point of view, namely, to determine the causes of such behavior and to try to solve, in the one-to-one situation between the teacher and the student, the problems which cause the behavior to occur.

After working in the guidance program for a time, teachers, who had this problem initially, found that their effectiveness in the classroom was improved as a result of the understanding gained while working with students in a different, more relaxed type of setting. In fact, all of the teachers involved in the Program felt they were better classroom teachers as a result of their experiences in the guidance office. If, however, the conflict causes a complete destruction of rapport, the director should change the student to a new teacher-advisor to avoid further difficulty. This situation, while not occurring often, is only mentioned here as one that may be anticipated as possibly jeopardizing the project's success.

At various times during the first year some teacher-advisors appeared unhappy in this new role and expressed doubts concerning their ability to continue. This may occur particularly in the early stages, before they have an opportunity to profit from the in-service program and the daily assistance given by the guidance counselors. In most cases the counselors and the director were able to assist them in overcoming such self-doubts, and all of the original participants were able to complete the entire year in the program with much success. If it becomes apparent, however, that despite the efforts of the professional guidance staff, they are still uncomfortable in this role, they should be allowed, without rancor, to withdraw and be replaced as soon as possible by another teacher.

When assigning teachers to the staff, it is important to schedule them for their regular teaching duties in a classroom located near the guidance complex at the school. Some teachers who were not, found it difficult to arrive at the guidance office on time for their one period of duties, and had students backed up waiting to see them. This only causes frustrations for both teachers and students and deters students from making future appointments. This may pose a problem in a large school plant where various wings of the

building are spread out over a large area, especially for those teachers who must then travel back to their classrooms after their guidance period to teach another class and arrive late to a rowdy and unsupervised classroom. This can also strain public relations with their fellow teachers in classrooms nearby, who may be disturbed by the advisor's class and have to leave their own to quiet it down.

If at all possible, the guidance period of advisors should be scheduled just prior to one of their non-duty periods such as lunch or the preparation period. This alleviates the problem of interrupting an important conference with a student when progress is being made, to rush off at the call of the school bell, to their next teaching assignment. Nothing alienates a student more than an advisor's dashing off to another assignment right in the middle of an important discussion about a problem.

Teacher-Advisors must realize that in their dealings with their peers on the teaching staff regarding problems of their student advisees, they must not appear as meddlers or snoopers but rather as helpers who may possibly assist them in problems they may have with students on the personal or academic level. This is the age old problem that administrators and counselors also face in their daily work, and the advisors must make sure, that in their zeal to help, they do not step on any faculty toes in the process. Such caution comes with experience but should be realized early in the year to avoid possible difficulties.

Apart from these minor problems most of the program's activities can be implemented with little difficulty. Based on the experiences of teachers involved in the project at Raritan High School, a high degree of satisfaction can be expected by those who complete the year's cycle of activities successfully.

The results of the evaluations at the end of the first two years have been most encouraging indicating that the goals and objectives have been attained or surpassed during each year of operation. Positive reactions from the students, parents, teaching staff, administrators and the teacher-advisors themselves give testimony to the value of the project as a whole.

Working together as a team the teacher-advisors and guidance counselors can successfully accomplish their tasks and provide those vital guidance services to our young people who need them so desperately in today's world.



Appendices

Materials Included

The materials contained in the Appendices Section provide helpful samples to adopter district in replicating the Hazlet program.

Included are: a copy of a typical In-Service Training Program outline which may be modified to suit the needs of a particular district; outlines of the job descriptions of the regular guidance staff; samples of the evaluative questionnaires; the student and teacher survey questionnaires; evaluative data charts; a bibliography of books for the use of advisors in professional improvement; and a listing of the replication aids available from the Demonstration District Staff.

The materials used at Raritan High School included here helped facilitate the operation of the guidance project, but adopting districts may develop and substitute their own forms for use in their schools.

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Appendix A

Guidance Staff Job Descriptions

Guidance Counselor Raritan High School

I. Statement of Purpose

In keeping with the Hazlet Township Philosophy of Education which suggests that the student be permitted to progress as far as possible, limited only by his own abilities, the Counselor at Raritan High School should be involved in helping the individual student to develop the decision-making ability which will enable him to make appropriate choices concerning educational and vocational plans and personal relationships.

The counselor will participate in direct contact with students, parents, teachers and the community, and in supportive activities such as compilation of information, referrals, etc.

In order to provide the greatest possible variety of meaningful services, the counselor will use both school and nonschool resources. He will be available for conferences with the individual students whenever the need arises as well as for periodic routine meetings during the year.

II. The Role of the Counselor (General overview)

The work of the Guidance Counselor involves five broad areas. The first concerns working with the individual student's personal needs and problems. This may include academic adjustment and progress, social adjustment and future educational and vocational planning.

The second area is group counseling which is related to guidance purposes and informal contacts.

The third area is consultation with teachers, parents, officials, staff members and community representatives on matters concerning the guidance program. This may be accomplished individually or in groups.

Fourth is the coordination of data, record keeping and other clerical procedures pertaining to guidance.

Finally, planning of appropriate procedures and programs to implement the guidance role will be undertaken.

III. Role of the Counselor (Specific)

1. Review and evaluate data on individual pupils.
2. Interpret material to pupil, parents, teachers.
3. Assist student to evaluate his abilities, attitudes, etc. in relation to his academic progress, personal relationships and future plans.
4. Confer with teachers and parents about special problems of the pupil.
5. Keep cumulative record folder for each student.
6. Keep conference card on each pupil contact.
7. Counsel individual students on special needs or problems.
8. Conduct group guidance meetings when the need arises.
9. Meet with teachers and individual students to resolve academic or personal problems between them.

10. Make teachers aware of any information which will enable them to provide a better classroom learning situation for the student.
11. Participate in case conferences between counselor, members of the special services team and administration.
12. Serve as liaison between home and school and between school and community when necessary.
13. Prepare reports on students at request of administration or special services.
14. Prepare referrals to special services.
15. Accompany groups of students on Guidance-related trips to colleges, career days, etc.
16. Meet with college representatives who visit the school and then disseminate information to other counselors and students.
17. Assist at night orientation meetings with parents on topics such as college planning.
18. Meet with students on subject selection.
19. Make schedule changes whenever necessary.
20. Administer certain standardized tests.
21. Administer some individual tests (e.g. Kuder Preference).
22. Assist students in finding employment when possible.
23. Assist students in college selection and other types of training.
24. Write letters of recommendation for college and employment.
25. Work with drop-outs on High School Equivalency Exams.
26. Help graduates with questions of college admissions or college transfers.
27. Arrange for home instruction for those students who may not be able to attend regular classes.

IV. Additional Responsibilities

The Counselor is required to participate in several areas involved in eighth graders in the Hazlet Elementary Schools who will enter the High School in September. These are:

1. An evening presentation to the eighth grade parents, of information about programs available in the high school.
2. Administering the Academic Promise Test to all eighth graders at their individual schools.
3. Individual interviews with the eighth grade students and their parents to discuss and select their high school program of studies.
4. Phone or personal contacts with students or parents for further clarification or changes of the programs for ninth grade (if necessary.)

Finally, to insure smooth operation of the high school, when needed the Counselor may be called upon to proctor final exams, cover classes, assist at graduation, patrol halls, etc.

Duties of Secretary to Guidance Director

1. Supervise and be responsible for all clerical work done in the Guidance Office.
2. Handle all dictation and correspondence for Guidance Director.
3. Keep a daily record of what is being done in the Guidance Office, so that at any time information will be available for reports, conferences, etc.
4. Keep a tickler file (sectioned off for each day of the month) as a reminder of reports that must be done, failure notices due, marking periods ending, visitors expected, etc.
5. Maintain daily an accurate list of students enrolled in school, assign homerooms and student numbers, and keep lists of students entering and leaving.
6. Open all mail and disburse it to the Guidance Director and Counselors.

7. Make sure college representatives and other visitors are welcomed and that they meet with the proper person.
8. Establish a place for teachers and/or students to drop forms to be returned to Guidance Office. Collect them and give to receptionist or clerk-typist for future work.
9. Receive from students all requests for transcripts, college admission forms, checks, and scholarship requests and keep accurate records of when and where these are sent. Meticulously prepare these transcripts under the advice and guidance of the counselors and guidance director.
10. Maintain a record of all college acceptances and scholarship awards.
11. Keep a record of students on home instruction, notify superintendent's office, and handle necessary teacher's vouchers for payment.
12. Prepare all notices to teachers from Guidance Director.
13. Maintain Guidance Office data file.
14. Handle graduates' transcripts who are entering college for the first time or transferring.
15. Prepare references for Raritan High graduates.
16. See to it that the proper forms are prepared and duplicated as they are needed throughout the school year.
17. Supervise the students who are assigned to the Guidance Office in whatever duties are delegated to them.

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Duties of Guidance Office Receptionist

1. Receive all students and visitors.
 Students - Issue passes to students for student-counselor meetings. Keep a daily student-counselor appointment record.
 Visitors - Notify guidance counselors by phone if visitor is waiting. Notify guidance secretary if caller is to see Mr. McDermott, if he is a college representative, or if counselors are unavailable.
2. Answer phone and direct call to proper person.
3. Handle necessary correspondence for counselors, including probation letters. Make copy for student folder and keep record of all letters sent.
4. Take care of working papers for students.
5. Register students for Selective Service.
6. Type stencils as assigned by Guidance Secretary and return to her.
7. Alphabetize, check, or in general, work with report cards or IBM cards as necessary. Also work on questionnaires, student schedules, etc.
8. See that there is available a supply of the following forms for students:
 Announcements
 Working Papers
 Registration materials for each grade.
 Selective Service
 Change of Programs
 Transcript Requests
 Booklets - CEEB, ACT, Parents Confidential Statement
9. Proofread work with guidance secretary and clerk-typist.

10. Alphabetize failure notices.
11. Keep necessary forms available for registration of new students. Give them forms to fill out, notify counselor that they will need scheduling, have them report to secretary for enrollment, number, homeroom, and then seat them to await counselor.
12. Collect money for NEDT, NMSQT, PSAT, etc.
13. Type all student loan letters and driver ed letters. Keep record of students receiving them.
14. Additional work when necessary assigned by Guidance Secretary or Guidance Director.

Duties of Guidance Office Clerk-Typist

1. Handle all work that has to do with student records. Maintain the student records in the files in such a way that they will be up-to-date and readily accessible to administrators and counselors. This includes work on graduate, dropout, transfer, and new students as well as regularly enrolled students.
2. Type all permanent record cards, transfer cards, withdrawal forms, incoming student grades forms, schedules when necessary.
3. Prepare eligibility lists each season for the NJSIAA of all students eligible to participate in varsity and junior varsity athletic activities. Also prepare freshmen lists. Notify guidance director of those ineligible.
4. Send transcripts to other schools to which undergraduate Raritan students have transferred. Request transcripts from other schools for incoming students, and notify teachers of grades. Keep transfer-dropout booklet.
5. Mail failure notices to parents and file progress reports.
6. Run off all stencils prepared by guidance office and keep them in mimeograph file properly labeled.
7. Workroom - See that machines are supplied with paper or that supply is readily available for teacher use. Be familiar with the uses of machines in workroom and how to refill and run them. Assist professional staff in uses of machines.
8. Turn in to guidance secretary a copy of all completed work for permanent file (two copies of specific items) and all assignments when finished.
9. Photocopy all transcripts to college and return to guidance secretary daily.
10. Refile all permanent record cards and report cards used for transcripts daily.
11. Keep available for your own use withdrawal forms, transfer cards, schedule cards, grades for incoming students, etc. Keep track of withdrawal forms to see that they are completed and filed.
12. Photocopy all psychological referrals for counselor file, send original to special services, keep a list of names of students referred. (Principal's signature must be on each.)
13. Prepare diploma list.
14. Send transportation changes to Director of Transportation each month. Prepare list of students who have left each month.
15. Take over receptionist's desk during lunch, break, and at other times specified by Guidance Director.
16. Additional work as it becomes necessary assigned by Guidance Director or Guidance Secretary.

Appendix B

In-Service Training Outline

1974-75

August 27	Full Day Workshop Mr. McDermott, Guidance Director - General orientation, receiving materials and study of permanent records.
September 11	Mr. McDermott - Review of procedures, immediate duties, bugs in the schedule. Administer pre-evaluation questionnaire.
September 18	Mr. Moran, High School Principal - Improving student attitudes, citizenship and preventing failures.
September 25	Mr. McDermott - Problem centered discussion of early problems encountered. Seek joint solutions.
October 2	Mr. Provence, Assistant Principal - Cooperative efforts with disciplinarian to reduce class cutting and behavior problems.
October 9	Mr. Guadagno, Assistant Principal - The student in extra-curricular activities. How to encourage.
October 16	Mr. Dudley, Guidance Counselor - Counseling theory and interview techniques.
October 23	Mr. Veronsky, School Psychologist - The role of the school psychologist.
October 30	Mr. McDermott - Review training to date, discuss any additional problems, evaluation.
November 6	Mr. Frascatore, District Curriculum Coordinator - Eighth grade testing program and test interpretation.
November 13	Mr. Cutro, Guidance Counselor - Career information and career counseling.
December 4	Mr. Degnan and Mr. Kelly, Department Chairmen - Business and Industrial Arts Curricula.
December 11	Mr. Kuc, Department Chairman - English Curriculum on video tape.
January 8	Mr. Riley and Mr. Fernstrom, Department Chairmen - Mathematics and Science Curricula.
January 9	Mr. Soden, Vocational School Counselor - Programs at the County Vocational Schools.
January 15	Mr. Oxley and Mrs. Malmquist, Department Chairpersons - Social Studies and Home Economics Curricula.
January 22	Mr. Cane and Mr. Dudick, Department Chairmen - Foreign Language and Fine Arts Curricula.
February 12	Mr. Policastro, Chairman Special Services - Referrals to the Special Services Staff.
March 5	Mr. McDermott - Review of training program, evaluation.
March 19	Mrs. Kelly, Guidance Counselor - Educational Advisement, materials available in office for study.
April 9	Mrs. Rabinowitz, Guidance Counselor - The testing program at the high school.
April 30	Mr. Knittel, Guidance Counselor - The Ethics of the Guidance Profession.
May 14	Review of training and final evaluation questionnaire. Discussion - the entire guidance and project staffs.

Appendix C

TO: TEACHER-ADVISORS
FROM: GUIDANCE DIRECTOR
RE: FINAL EVALUATION OF T/A PROGRAM
AND IN-SERVICE TRAINING
DATE: MAY 27, 1975

As we did at the beginning of our in-service training program in September, we request that you complete this final evaluative checklist and write a brief summary of your opinions regarding your experiences in the total program, the knowledge gained from the in-service sessions, and recommendations for improvement of both.

Your responses will determine to a great extent how effective the training program has been, both the formal in-service sessions and your daily contacts and consultations with the guidance counselors and director.

The department tried to present a comprehensive training program including many speakers from the administrative, supervisory, and guidance staffs. Many of the topics presented were included as a result of your recommendations made last spring. It might be helpful to review the outline of the scheduled formal training sessions or your T/A Manual before completing this questionnaire.

Please reflect carefully on your answers and be as frank as possible even though we do ask you to sign your sheet.

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For the following areas of interest listed below, please check the appropriate box:

1. Do you feel you have adequate knowledge of the contents of student cumulative records and permanent record cards?
a. Sufficient knowledge ☐ b. Need more ☐ c. No knowledge ☐
2. Are you familiar with the procedures for scheduling student appointments?
a. Yes ☐ b. No ☐
3. Do you know what standardized testing results are available on each 9th grade student?
a. Yes ☐ b. Somewhat familiar ☐ c. No ☐
4. Are you familiar with school policy on the confidentiality of students' official records?
a. Yes ☐ b. No ☐
5. Do you know what items should be included when making entries on the conference record cards?
a. Yes ☐ b. No ☐
6. Are you clear as to what all of your specific responsibilities and duties are in the guidance program?
a. Yes ☐ b. No ☐
7. Do you know what the limitations on your activities with students are and when you should turn a case over to the counselor?
a. Yes ☐ b. No ☐

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8. Are you familiar with what services are available to students through the Special Services Department?
a. Thoroughly familiar ☐ b. Somewhat familiar ☐ c. No knowledge ☐
 9. Are you familiar with any of the special agencies of referral available in the community?
a. Yes ☐ b. No ☐
 10. Do you know what media materials are available in the Guidance Office for use with students?
a. Sufficient knowledge ☐ b. Need more ☐ c. No knowledge ☐
 11. Are you clear in your understanding of your role in student disciplinary cases?
a. Yes ☐ b. No ☐
 12. After reading the T/A Guidance Manual, was it clear to you as to the general time frame for your yearly activities?
a. Yes ☐ b. No ☐
 13. Do you now feel you have sufficient knowledge concerning the school's curricular offerings to assist students in the selection of course programs?
a. Yes ☐ b. No ☐
 14. Do you now feel you have sufficient knowledge of the school's extra curricular offerings to be able to explain them to your students?
a. Yes ☐ b. No ☐
 15. Do you know what your role should be in assisting students who are failing course work?
a. Yes ☐ b. No ☐
 16. Are you familiar with the role of the school psychologist and what services he can provide for students?
a. Thoroughly familiar ☐ b. Somewhat familiar ☐
 17. Do you know what the procedures are for arranging extra help with school work for students in the Resource Center?
a. Yes ☐ b. No ☐
 18. Are you familiar with the goals and objectives of the T/A Guidance Program?
a. Yes ☐ b. No ☐
 19. After your initial conferences with your advisees, did many students initiate appointments with you on their own?
a. Yes ☐ b. No ☐
 20. Please list any strengths and weaknesses you see in the total program, indicating which portions of your training did most to assist you in your work as an advisor, and make suggestions for improving either the program itself or the in-service training sessions.

Appendix D

TO: FRESHMEN STUDENTS
FROM: WILLIAM P. MCDERMOTT
GUIDANCE DIRECTOR
RE: STUDENT QUESTIONNAIRE
DATE: MAY 21, 1975

This year for the first time you as Freshmen had a teacher-advisor and a guidance counselor assigned to you. We would like to measure how well this program functioned. In order to do this, we are asking that you answer some questions.

1. Did you find that your teacher-advisor was helpful to you in getting to know the high school?

Yes ☐

No ☐

2. How many times during the year were you seen by your advisor?

Once ☐

Twice ☐

Three Times ☐

More than three times ☐

Not at all ☐

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3. Was your advisor helpful to you in selecting your subjects for the 10th grade?

Yes ☐

No ☐

4. Do you feel you can talk to your advisor about personal problems?

Yes ☐

No ☐

5. Have you ever requested a conference with your advisor and not been called?

Yes ☐

No ☐

Never requested a conference ☐

6. Do you feel that your advisor showed concern for you?

Yes ☐

No ☐

The following questions concern you and your counselor:

1. Do you know who your counselor is? Yes ☐ No ☐

2. Have you met with your counselor this year? Yes ☐ No ☐

3. Have you ever requested a conference with your counselor and not been called down?

Yes ☐

No ☐

Never requested a conference ☐

4. If you have any suggestions or comments about the Advisor or Counselor program at Raritan High, please list them on the back of this sheet.

Appendix D-2

TO: TEACHERS
FROM: WILLIAM P. MCDERMOTT
SUBJECT: GUIDANCE QUESTIONNAIRE
DATE: May 21, 1975

This year was the second year of operation for our Teacher-Advisor Program for ninth graders. We would like to evaluate to some degree this program. In order to do this, I am seeking your cooperation by asking you to take a few moments and answer the following questions. It is not necessary to sign your name.

1. Do you feel that the ninth grade Teacher-Advisor program made a positive contribution to the school's instructional program.
Yes ☐ No ☐ Don't know ☐
2. Do you feel that the ninth graders experienced less confusion and disorientation in their adjustment to high school this year as compared to past years?
Yes ☐ No ☐ Don't know ☐
3. Did any of the teacher-advisors have any contact with you this year regarding a student or students?
Yes ☐ No ☐
4. If Yes, did you find that this contact was helpful to both you and the student?
Yes ☐ No ☐ Don't know ☐
5. Do you favor expansion of the teacher-advisor concept?
Yes ☐ No ☐ No opinion ☐
6. If you have any suggestions as to how the entire guidance program can be improved, I would appreciate your taking the time to list them. You may use the back of this sheet.

Appendix E

Name _____ Grade _____ Date _____

Homeroom Teacher _____ Room _____

(Read the following carefully)

The Guidance Department needs information about you for your permanent record. Be sure that the information you put down is accurate and complete. If you win any honors or awards later this year, come to the Guidance Department and supply the additional information.

Place a check next to the activities you participated in during the last year, and indicate any office or special position held.

ATHLETICS

Baseball _____
Basketball _____
Bowling _____
Cheerleader _____
Cross Country _____
Field Hockey _____
Football _____
Golf _____
Gymnastics _____
Soccer _____
Softball _____
Tennis _____
Track _____
Wrestling _____

MUSIC

All State Band _____
All State Chorus _____
Band _____
Color Guard _____
Dance Band _____
Drill Team _____
Glee Club _____
Majorettes _____
Orchestra _____
Twirlers _____

G.A.A. _____
Varsity Club _____

ORGANIZATIONS & CLUBS

Class Committee _____
Class Officer _____
Fut. Business Club _____
Fut. Teachers Club _____
French Club _____
German Club _____
Health Careers _____
Italian Club _____
Junior Play _____
Key Club _____
Latin Club _____
Library Aide _____
Library Club _____
Newspaper _____
Office Runner _____
Science Club _____
Scratch Pad _____
Senior Play _____
Spanish Club _____
Visual Aids _____
Yearbook _____

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SPECIAL AWARDS, HONORS, APPOINTMENTS

National Honor Society _____
Boys/Girls State _____
Citizenship Institute _____
Freeholders Day _____
Student Tutors _____

OTHER SCHOOL ACTIVITIES

List any out-of-school groups you have joined. (Example: Bands, Scouts, Fire Co., C.Y.O., Church Choir, etc.)

List any part-time or summer jobs you have held. Give kind of job, employer's name, and date. (Example: File Clerk—Prudential Ins. Co.—Summer 1975)

Check your post—High School plans:

College _____, Job _____, Service _____, Other _____

Appendix F

Results of

Comparison: Data compiled on the three freshman classes involved in the study is as follows: (Class in 1972-73 was baseline group.)

Group	Freshman Class 1972-73	Freshman Class 1973-74	Freshman Class 1974-75
Number in class	517	494	511
Number who failed course work with percentages	187 (36.2%)	137 (27.7%)	134 (26.2%)
Days of possible attendance	95,145	87,282	91,378
Days of actual attendance with percentages	86,464 (90.8%)	78,558 (90%)	83,430 (91.3%)
Number in co-curricular activities with percentages	258 (52% of 495 who were checked)*	267 (65% of 410 who were checked)*	306 (64% of the 476 who were checked)*
Number seen on next year's schedule	#	494 (100%)	511 (100%)
Number of conferences with T/A or counselor	1	3 or more	3 or more

* — Data available on listed numbers only.

— Most students were not seen in individual conferences this year for this purpose. Some who specifically requested an appointment to do so were seen. However, figures on the numbers are not available.

The evidence that the goal was attained at or above the levels established for each of the five indicators of the objective is as follows:

1. A decrease in the failure rate of 9th graders of 20%.

Group	1973 Class	1974 Class	1975 Class
# in Class	517	494	511
Number of Failures	187	137	134
% of Class	36.2	27.7	26.2
Decrease in Failures	---	24%	27%

2. A reduction in the rate of absenteeism of 5%.

Group	1973 Class	1974 Class	1975 Class
# in Class	517	494	511
Possible Days	95145	87282	91378
Actual Days	86464	78558	83430
% of Days Possible	90.8	90	91.3
Reduction in Absenteeism	---	None	5.4%

3. An increase in co-curriculum activities of 20%.

Group	1973 Class	1974 Class	1975 Class
# in Class	517 (495)*	494 (410)*	511 (476)*
Number participating	258	267	306
% of Class	52%	65%	64%
Increase in percentage		25%	23%

*—data available only on numbers in parenthesis.

4. and 5. Increase the number of students counseled on the following years' schedule to 100% of the class and increase the number of conferences held with each student from one a year to 3 per year.

Group	1973 Class	1974 Class	1975 Class
Number in Class	517	494	511
# seen on next years' Schedule	#	494	511
Percentage of Class	---	100%	100%
Number of conferences held during year.	1	3 or more	3 or more

— Most students were not seen in individual conferences in 1973 for this purpose. Some who specifically requested an appointment to do so were seen. However, figures on the numbers are not available.

Appendix G

Bibliography of Guidance Works

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- Strang, Ruth *Counseling Technics in College and Secondary School*. New York: Harper & Brothers, 1949.
- Williamson, E. G. *Counseling Adolescents*. New York: McGraw-Hill Book Co., 1950.

Appendix H

Replication Aids Available From Producer

1. **TEACHER ADVISOR GUIDANCE MANUAL:** A resource manual and training guide prepared for the use of all teacher-advisors assigned to a project staff, is designed as a training aid to orient teachers to the goals and operation of the program and to facilitate their work with students.

Contains material helpful to them in carrying out their assigned duties—explains their responsibilities, outlines the in-service training program, lists the goals and objectives, explains the procedures for arranging and conducting student-advisor interviews, describes the materials and records available in the guidance department, and details how to conduct the various types of conferences with students which lead to the attainment of the objectives and goals. Provides teachers with the 'how to' to work effectively in the program.

May be purchased at cost @\$3.00 per copy from the Demonstration District Staff.

2. **Filmstrip-Cassette Package:** A project description aid prepared as an awareness device to disseminate information about the project and as an orientation training item for use in in-service programs.

A fifteen minute sound/filmstrip with an audible tone on one side and an inaudible tone on the other which in audiovisual presentation describes the development of the Raritan Project, outlines its goals, describes its operation and summarizes the evaluations results. It addresses itself to all of the basic elements necessary for replication.

May be purchased @\$15.00 per copy from Demonstration Staff at cost.

3. **AN ADMINISTRATOR'S GUIDE:** Prepared as a tool for the use of school administrators who will be responsible for the introduction, implementation, maintenance, monitoring, and evaluation of the Raritan Project at any school where replication is attempted.

Includes a step-by-step description of the strategies necessary to successfully replicate the project. It includes an overall description of the program, explains its educational significance, outlines the role of the administrator in implementation, lists the observable goals, details the district wide orientation, explains the roles of all staff members, outlines the training program, lists the qualifications of teacher-advisors, lays out the cost estimates and details specific procedures for the installation and evaluation of the project. Presents a "how to" approach the administrator may use to successfully replicate the project.

May be purchased at cost from Demonstration District staff @\$3.50 per copy.

Order forms available from:

William P. McDermott or
Robert T. Dudley, Co-Directors

Raritan High School
Hazlet, New Jersey 07730
Telephone: (201) 264-8400

Administrator's Guide

Ninth Grade
Guidance Program

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